

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

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| Course Code and Number: EDUC 422 | | Number of Credits: 1 Course credit policy (105) | | | | | | | | | | | | | |
| Course Full Title: Designs for Learning Elementary Fine Arts | | | | | | | | | | | | | | | |
| Course Short Title: Elementary Fine Arts | | | | | | | | | | | | | | | |
| Faculty: Faculty of Education, Community, and Human Development | | Department: Teacher Education | | | | | | | | | | | | | |
| Calendar Description: An overview of the fine arts including movement and dance, drama, music, and visual arts from the B.C. curriculum for arts education. Includes the integration of fine arts with other curricular areas. | | | | | | | | | | | | | | | |
| Prerequisites (or NONE): | | Admission to the Bachelor of Education. | | | | | | | | | | | | | |
| Corequisites (if applicable, or NONE): | | | | | | | | | | | | | | | |
| Pre/corequisites (if applicable, or NONE): | | | | | | | | | | | | | | | |
| Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> | | Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Credit/No Credit Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 32 | | | | | | | | | | | | | |
| Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td></td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>15</td> </tr> </table> | | Lecture/seminar | | Tutorials/workshops | 15 | | | | | | | Total hours | 15 | Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: Connected to practicum | |
| Lecture/seminar | | | | | | | | | | | | | | | |
| Tutorials/workshops | 15 | | | | | | | | | | | | | | |
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| Total hours | 15 | | | | | | | | | | | | | | |
| Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes | | Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i> | | | | | | | | | | | | | |
| Department approval | | Date of meeting: December 8, 2021 | | | | | | | | | | | | | |
| Faculty Council approval | | Date of meeting: May 6, 2022 | | | | | | | | | | | | | |
| Undergraduate Education Committee (UEC) approval | | Date of meeting: June 17, 2022 | | | | | | | | | | | | | |

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, candidates will be able to:

- Describe the elements of each arts discipline.
- Apply arts elements to pedagogy.
- Articulate the importance of providing student-centred, process-oriented, and meaningful arts-based experiences for students.
- Demonstrate how to create a safe environment in which students can explore and learn through/with the arts.
- Describe the differences between arts as curriculum, arts-enhanced curriculum, and arts-integrated curriculum.
- Integrate arts content and pedagogy with other elementary subjects.
- Connect class activities to the BC K-7 Arts Education curriculum relevant for the grade level[s] taught in practicum.
- Provide concrete examples of learning opportunities/lessons that meet these curricula.
- Describe the difference between process and product in relation to arts education.
- Articulate the difference between appropriation and appreciation in the arts.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

| | | | |
|-------------|------|---|---|
| Assignments | 100% | % | % |
| | | % | % |

Details:

This is a 1 credit (15 hr) course. There is one major assignment (a group presentation) and a series of smaller, individual personal reflections where students connect coursework to the BC curriculum.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type | Author or description | Title and publication/access details | Year |
|--------------------|-----------------------|---|------|
| 1. Online resource | Ministry of Education | K-7 Arts Education curriculum | 2021 |
| 2. OER book | Zhou and Brown | Arts Integration in Elementary Curriculum, 2 nd ed | 2018 |
| 3. | | | |
| 4. | | | |
| 5. | | | |

This course requires various art supplies, many of which are provided by the department; please refer to the course syllabus for details.

Course Content and Topics

- Drama games and exercises, tableaux, story (role) drama, character development
- Scribble and contour drawing, colour wheel, use of color, thumbnail sketch and illustration
- Music: Introduction to (and how to teach) beat, rhythm, reading music-notes, treble clef, time signature; how to teach and play recorder
- Elements of dance movements and integration with movement
- Examples of assessment in the arts
- Arts-integration and/ Arts-enhanced with other curriculum areas
- Cultural appropriation