

Application for a New Course v9

Course ID <i>Subject and Number</i>	EDUC 287
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Mitzi Adams
2	Course Teacher	Mitzi Adams
3	Course Title	Integrating the Arts Across the Elementary School Curriculum
4	Course Abbreviation (if title is over 30 characters)	Integrating Arts in Elem.
5	College	College of Education and Human Services
6	Department	Teacher Education
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours - Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours - Other (specify)	
14	Instructor Workload	3 hrs.
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	Addresses teaching materials and strategies appropriate for supporting meaningful integration of the arts with content area concepts and skills for diverse learners in grades EC-6.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	EDUC 211 and Admission to Teacher Education
19	List any co-requisites	None

20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	None
22	How often will it be offered? Fall	One time each fall
23a	How often will it be offered? Spring	One time each spring
23b	How often will it be offered? Summer	One time each summer
23c	How often will it be offered? Fall	
24	Frequency?	Once per semester
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2013
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Creative Arts for Elementary Teachers Yes 1210_EDUC 240.01, 12 students 1220_EDUC 240.01, 19 students
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course, if approved, will replace ART 287 in the elementary education degree plan. The Art Department does not have faculty with an emphasis in art education. For the past several years, this course was taught by an adjust professor who has now retired. It will be difficult for the department to continue offering the course. The art department is closing this course and redesigning it, combining it with the art for secondary education course.
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2	Justification State the justification for adding this course to the current curriculum. Represent the need	Twelve percent of the TExES certification exam covers standards in the areas of health, physical education, and fine arts combined (See the attached EC-6 Generalist Framework). TExES standards include accountability to prepare EC-6 Generalist candidates to include the arts in their classroom instruction. These candidates will most likely not serve as full-time art teachers. In fact, it is rare for an elementary school to include a full-time art teacher. The arts are disappearing from our public elementary schools as emphasis on testing replaces opportunities for creative thought and expression. It is critical to prepare elementary generalist candidates to integrate the arts into their classroom instruction. They must be committed to the necessity of the arts and become comfortable with providing their students with opportunities for creative expression. Elementary teachers frequently include patterned craft activities, confusing this with true creative expression. This is not appropriate. However, elementary teachers are often afraid of art. For this reason, it is critical that EC-6 candidates be prepared to meaningfully include the arts (theater, music and visual arts) in the regular classroom. This course will provide students with the knowledge and skills to integrate the creative arts in their classroom and will also provide them with an opportunity to discover their own creative voice.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course is intended for candidates certifying in EC-6. Candidates must have completed EDUC 211 and be admitted to program.
2	State the overarching course goal(s) in performance terms.	Upon completion of EDUC 240, teacher candidates will be able to: 1. identify and use K-6 Texas Essential Knowledge and Skills (TEKS) in the arts in lesson planning 2. identify personal and institutional barriers to the integration of the arts in today's classrooms 3. identify the role the arts play in human development, motivation, and achievement

2. Competencies and Measurements

Competency	Measurement
The teacher applies knowledge of human developmental processes in the planning of instruction.	Art in a Bag Activity (rubric) Quizzes
The teacher designs effective and coherent instruction and assessment based on appropriate learning goals and objectives.	Great Artists Activity (rubric) Great Artist Lesson Plan (rubric) Illustrator Study Lesson Plan (rubric) Text Set (rubric) Drama Integration Lesson Plan (rubric) Elements of Art Activity (Rubric)
The teacher organizes the learning environment to manage student behavior .	Field Experience Project/Reflection (rubric)
The teacher uses effective communication in teaching and learning.	Field Experience Project/Reflection (rubric)
The teacher provides appropriate instruction that actively engages students in the learning process.	Drama Integration Lesson Plan (rubric) Field Experience Project/Reflection (rubric)
The teacher effectively incorporates the use of technology in the classroom.	Photography Project (rubric)
The teacher understands the importance of family and interacts appropriately and effectively with families .	Field Experience Project/Reflection (rubric)
The teacher pursues professional development opportunities and effectively interacts with other members of the educational community.	Museum Visit and Response (rubric) NCCIL Assignment (rubric) Painting & Personal Voice Project (rubric) Article Reflections (rubric) Art Journal/Reflection (rubric)
The teacher evaluates how Christian principles can appropriately inform professional development practice.	Faith Integration Project (rubric)

3. Text and Resources

Bartel, Marvin, Ed.D. (2005). Grading Art. Retrieved from <http://www.bartelart.com/arted/gradingart.html>

Gelineau, Phyllis. (2012). *Integrating the Arts Across the Elementary School Curriculum*. Belmont, CA: Cengage Learning.

Jensen, Eric. (2001). *Arts with the Brain in Mind*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Logan, Denise. (2005). *Dynamic Art Projects for Children*. Glenview, Illinois: CrystalProductions.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

DL Pa

Department Chair

10-31-12

Date _____

Pamela Smith

Dean of the College

10-31-12

Date _____

Cross-listing Department *Add more lines if multiple departments are cross-listing*

~~Department Chair~~

Date _____

Dean of the College

Date _____

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date _____

Dean of the College

Date _____

VI. Approvals Place all approvals on one page.

A. Course ID: EDUC 287.01 ^{the} Integrating Arts Across the Elementary Curriculum
Course Title: Creative Arts in the Elementary Classroom

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ J. Hereth 11-6-12
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

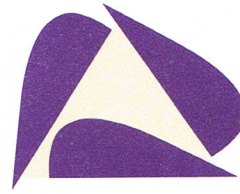
ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: October 31, 2012
TO: Mitzi Adams
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for EDUC 240 – Integrating the Arts Across the
Elementary School Curriculum

After reviewing the course application, the library is able to support the proposed course. Thank you for letting the library review the course application.



ADAMS CENTER

TEACHING • LEARNING • TECHNOLOGY

Abilene Christian University • ACU Box 29201

Abilene, Texas 79699-9201

November 2, 2012

Dr. Dana Pemberton
Department Chair and Professor
Department of Teacher Education
101 Education Building
Abilene Christian University
ACU Box 29008
Abilene, TX 79699-9008

Dear Dana –

I am writing to follow up on a conversation I had with Instructor Mitzi Adams regarding a course the Teacher Education Department is proposing for approval:

EDUC287 Integrating the Arts Across the Elementary School Curriculum

I am pleased to report that the course proposal, application material, and syllabus meet current Adams Center guidelines for course development. It was my pleasure to work with Mitzi. Thank you both for your work to provide excellent training for teacher candidates in your program and for explaining how this course replaces the existing art for elementary teachers course being offered in the Department of Art and Design.

Please don't hesitate to contact the Adams Center if there is anything else we can do to help as this course is taught.

Blessings,

Melinda (Mindi) Thompson
Director of Instructional Design
Adams Center for Teaching Excellence

EDUC 287.01 Integrating the Arts Across the Elementary School Curriculum
Fall 2012
Thursday nights, 6:00-8:50 p.m.
Room 124
Instructor: Mitzi Adams

Abilene Christian University
College of Education and Human Services
Teacher Education
Office Location: Education Building, Room 123, Phone: 674-2114 (wk) 280-2863 (cell)
Office Hours: MTWTh 10:00 -12:00
Email: mja07a@acu.edu

Mission Statements

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

The mission of Teacher Education is to prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God.

Philosophy of Teaching:

I believe that all students have the right to learn. Experiences that connect most powerfully to students, enhancing the learning experience, are those experiences that are relevant and authentic. It is critical that I apply knowledge of content along with knowledge of learning theory to enhance opportunities for success for diverse learners in my classroom.

Collaboration, problem solving, and reflection are important skills for students in taking learning beyond the classroom and preparing them for future opportunities. It is the teacher's responsibility to provide multiple opportunities for these experiences while addressing the responsibilities of teaching content.

The classroom should be a place in which all students are valued for who they are, not for what abilities they bring to the classroom. Respect must be at the foundation of all that happens in the classroom, for in a classroom in which respect is fostered, children feel safe and are willing to take risks with their learning. A dynamic classroom is one in which ideas are shared, growth is valued, goals are measured, and milestones are celebrated.

The art of teaching is a developed craft, often built upon natural gifts and abilities. Strong teaching habits and characteristics are developed from intentional study, practice, and reflection. While good teachers often exhibit a "gift", effective teaching is a result of hard work.

Still, teaching *is* a calling. Teaching *is* a ministry. Teaching is a profession of giving and serving. Teachers serve children, families, parents, colleagues, and the community. Each day, children walk through the door with *hope* in their hearts. The best we can give them is the education to which they are entitled, for with that education, our students can have *hope* of a life in which they can have options in their future decisions and hope that they can be successful members of this society.

Prerequisites: EDUC 211 and Admission to Teacher Education

Course Audience: EC-6 Teacher candidates

Course Description: 3 hours credit.

Students will learn strategies appropriate for supporting meaningful integration of the arts with content-area concepts and skills for diverse learners in grades EC-6. Additionally, this course takes the participants on a journey of exploring personal creativity and identifying the benefits of creative expression for future students. The format of the class will consist largely of active participation.

Course Outcomes:

Upon completion of EDUC 240, teacher candidates will be able to:

1. identify and use K-6 ART Texas Essential Knowledge and Skills (TEKS) in lesson planning
2. identify personal and institutional barriers to the integration of the arts in today's classrooms
3. identify the role the arts play in human development, motivation, and achievement

Relevant ACU Teacher Education Competencies: *Relevant assessments included in parenthesis*

- **Competency One:** The teacher **applies** knowledge of human developmental processes in the planning of instruction. (*Art in a Bag Activity, Quizzes*)
- **Competency Three:** The teacher **designs** effective and coherent instruction and assessment based on appropriate learning goals and objectives. (*Great Artists Lesson Plan, Elements of Art Assessment Activity, Illustrator Study Lesson Plan, Text Set*)
- **Competency Six:** The teacher **organizes** the learning environment to manage student behavior. (*Field Experience activity*)
- **Competency Seven:** The teacher **uses** effective communication in teaching and learning. (*Field Experience activity*)
- **Competency Eight:** The teacher **provides** appropriate instruction that actively engages students in the learning process. (*Field Experience activity, Great Artist Lesson Plan, Illustrator Study Lesson Plan*)
- **Competency Nine:** The teacher effectively **incorporates** the use of technology in the classroom. (*Photography Project*)
- **Competency Ten:** The teacher **utilizes** varied assessments to monitor student learning, provide feedback and adjust instruction. (*Philosophy of Art Assessment Project*)
- **Competency Twelve:** The teacher **pursues professional development** opportunities and effectively interacts with other members of the educational community. (*Museum activity, Art Journal Reflection, NCCIL Museum Activity, Painting and Poetry, Article Reflection activities*)
- **Competency Fourteen:** The teacher **evaluates** how Christian principles can appropriately inform professional development and practice. (*Faith Integration Assignment*)

Textbooks:

Integrating the Arts Across the Elementary School Curriculum, Gelineau

Dynamic Art Projects for Children, Logan

Art With the Brain in Mind, Jensen

Final Exam:

Thursday, Dec. 6, 6:30 p.m. – 8:15 p.m.

Course Policies: Class Attendance, Preparation, Participation, and Performance

Professional behaviors encompass attitudes of ownership toward learning and individual responsibilities toward the communities in which we learn and teach. Attendance, preparation, and participation each reflect an attitude of professionalism and contribute to a candidate's successful performance.

Attendance: "If you have a class at a certain time and place, you must be there and not somewhere else. You must be there because otherwise your contribution (in thinking, dreaming, knowing, not knowing) would be missing from that class and it would be the poorer without you. You aren't needed to be there to get grades or pass the course—you are needed to help make the class. So the structure (the class) is there for you and you also are the structure—your particular gifts help shape it." (Kent and Steward, 2008, p. 65)

Absences, tardies, and leaving class early deny the student and fellow classmates the opportunity to take full advantage of the learning experience. Attendance is the responsibility of the student. You will be personally responsible for all materials discussed in class, even if you are absent. If you know in advance that you will be absent or tardy, please notify me by either email or phone.

If you have absences equivalent to two weeks of class (2 absences), your final grade will be lowered 5 points for each additional absence. More than 3 absences will result in a grade of a D for the class.

A tardy of more than 15 minutes will be counted as an absence.

Assignments and/or exams missed because of absences may not be made up unless approved by the instructor. Approval will be granted only with documentation of unavoidable life challenges.

Absence due to University-Sponsored Events and Activities: Students are responsible to notify the instructor of any anticipated absence for a University-Sponsored Event at least three days prior to the date of the planned absence. At that time, the instructor will set a date and time for when the student will submit make-up work.

Preparation: It is expected that students will complete assigned readings and study the content prior to the start of class in order to be a productive member of the class.

Assignments must be complete upon submission. No incomplete assignments will be accepted. The instructor may require that an assignment be re-submitted. Candidates will not be eligible for an A in the course if more than one assignment is submitted late. Candidates who turn in more than two late assignments will receive a grade no higher than a C in the course.

All assignments will be due in paper form at the beginning of the class period. All work submitted for scoring will be measured according to the rubrics provided for each assignment. All directions for assignments along with a format for each assignment will be posted on Blackboard and must be followed carefully. Teacher candidates are expected to submit work that meets these standards of excellence. Conventional spelling, accuracy in writing mechanics, and correct use of grammar is expected for all work.

All assignments must be submitted to be eligible for a grade higher than a C in the course.

Participation: In order to receive credit for participation, students must be fully engaged in the activities, discussions, and presentations. Sleeping, texting, or engaging in disruptive behaviors will result in an absence regardless of the amount of time one is physically present.

Course Requirements and Evaluation:

Grades will be assessed following rubrics and checklists provided in Blackboard for each assignment. The following table provides information as to the weight of each grade and the Program Competencies addressed by each assignment. Candidates are required to submit bolded assignments in Blackboard.

Grading Scale:

A	92-100%
B	83-91%
C	74-82%
D	65-73%
F	Below 65

DESCRIPTION OF ASSIGNMENTS: (Grading criteria will be provided for each assignment.)

Module 1 – 15%

- Quizzes: Following content readings, candidates can expect quizzes @ 10 points each.
- Article Reflections: Candidates read and reflect on articles about the various aspects of integrating and assessing art.
- Lesson Plan: Candidates design a lesson plan that incorporates instruction about a great artist.

Module 2 – 25%

- Art in a Bag: Candidates will read the assigned readings on developmental stages of art and then identify a child to work with between the ages of 3 and 10. All candidates will use identical bags of art materials and will provide these materials for the selected child and facilitate the creation of an original piece of art. Candidates will bring the finished work to class to be used in a collaborative discussion of developmental stages of art, identifying differences at various age levels. Following the discussion, candidates will write a reflection paper drawing on personal experiences with their chosen child, the class discussion and comparison, and the assigned readings. A rubric will be provided.
- Great Artists: Candidates will complete samples of art reflecting the style of artists such as Picasso, Warhol, Matisse, Klee, Van Gogh, etc. These samples will represent work that children in elementary classrooms can complete either as stand-alone art projects or integrated into other content strands. Candidates will be required to complete data sheets for each of the artists for their art portfolio.
- Elements of Art: Candidates complete documentation sheets for art projects completed in class, identifying and defining elements of art incorporated in the projects.
- Assessing Art: Candidates will complete a reflection on assigned readings addressing appropriate approaches to assessing children's art. Candidates will then write a philosophy of art instruction in the classroom that includes a major focus on assessment.
- Illustrator Study: Candidates design a lesson plan to teach the style of a Caldecott award-winning illustrator of children's books.

- Text Set: Candidates create a text set of 10 children's books that provide appropriate instructional opportunities for illustrator studies.

Module 3 – 15%

- Museum Visit and Response: Candidates visit a local art museum, complete a scavenger hunt, and respond to a selected piece of art.
- Art Walk: Candidates attend art walk and complete an activity summary and reflection.
- NCCIL: Candidates are required to attend the National Center for Children's Illustrated Literature and complete activity summary and reflection.
- Painting and Personal Voice: Candidates discover relevance for providing opportunities for art and creativity for their students through exploration, creation of art, and personal reflection.

Module 4 – 20%

- Art Journal: Candidates will complete one entry per week in their art journals. Weekly topics will be assigned.
- Field Experience Project/Reflection: Candidates will plan and lead an art night at a local elementary school.
- Photography Project: Candidates are given options of a photography project or they can propose their own study. Major presentation integrates digital presentation with voice thread.
- Art Portfolio: Candidates must submit a portfolio of art projects completed throughout the semester

Module 5 – 25%

- Faith Integration Paper: Candidates will read the Creation Story and then write a response that describes their philosophy of the role of the arts in the elementary classroom, reflecting on the creative nature of human beings and the impact of honoring that element of the self in the learning environment. Following a time of sharing this response with peers, candidates will respond through art.
- Final Exam

Additional Information:

ACU Writing Center:

The ACU Writing Center, located in the Learning Commons, welcomes all students who would like free assistance with their writing. Trained and experienced tutors will provide feedback for any writing assignment at any stage of the writing process. Please call 674-4833 for more information.

Academic Integrity and Professional/Ethical Conduct:

The Teacher Education Program at Abilene Christian University is committed to integrity and ethical conduct. It is the responsibility of faculty, staff and students to honor Christian and professional ethical principles including, but not limited to, academic integrity, honesty, and caring. Students and faculty have the right to expect their work to be assessed on its academic merit. All faculty, staff, and students are expected to espouse academic honesty and every individual is responsible for upholding this expectation.

Ethical and honest behavior is required in all actions that support the Teacher Education Program's academic mission. This is also informed by the ethical expectations outlined by the Texas State Board for Educator Certification in the Code of Ethics and Standard Practices for Texas Educators. Finally, our Christian commitment calls us to the highest standards of ethical behavior and integrity.

ADA Compliance Statement:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Incomplete Policy:

An incomplete may be granted if a teacher candidate has not met the requirements of the course due to extreme situations outside the candidate's control. An incomplete is not given when a student has simply been negligent toward class requirements. An "I" can only be assigned if the candidate has completed at least 75% of the course in good standing. If a student knows early in the semester that life has presented a significant challenge, it is recommended that a conference be scheduled with the course instructor to assess whether it will be in the candidate's best interest to withdraw from the course and take the course at a later time. An "I" is removed by the completion of the necessary work within the next long term or time approved in writing by the instructor, otherwise the "I" will become an "F" on the student's record. It is also important to understand that an "I" calculates as an "F" in the GPA until it is completed. This may impact a candidate's admission status and/or eligibility for financial aid. For these reasons, the teacher candidate must carefully evaluate whether an "I" is the best option. If it is determined that an "I" is the best option, an Incomplete Policy Contract will be signed by the candidate and the instructor and be filed in the Admission and Candidacy File in the Certification Office. The contract form is included in the Teacher Education Department Forms and Rubrics section of the Teacher Education Handbook.

DOMAIN VI—FINE ARTS, HEALTH AND PHYSICAL EDUCATION (approximately 12% of the test)

Standards Assessed:

Art 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.

Art 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.

Art Standard III:

The art teacher understands and promotes students' appreciation of art histories and diverse cultures.

Art Standard IV:

The art teacher understands and conveys the skills necessary for analyzing, interpreting and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.

Art Standard V:

The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

Music Standard I:

The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

Music Standard II:

The music teacher sings and plays a musical instrument.

Music Standard III:

The music teacher has a comprehensive knowledge of music notation.

Music Standard IV:

The music teacher creates and arranges music.

Music Standard V:

The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

Music Standard VI:

The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances and experiences.

Music Standard VII:

The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills and appreciation.

Music Standard VIII:

The music teacher understands and applies appropriate management and discipline strategies for the music class.

Music Standard IX:

The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

Music Standard X:

The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

Health Standard I:

The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Health Standard II:

The health teacher communicates concepts and purposes of health education.

Health Standard III:

The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Health Standard IV:

The health teacher evaluates the effects of school health instruction.

Physical Education Standard I:

The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Physical Education Standard II:

The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Physical Education Standard III:

The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation and social skills through participation in physical activities.

Physical Education Standard IV:

The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social and emotional development.

Physical Education Standard V:

The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Physical Education Standard VI:

The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Physical Education Standard VII:

The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social and emotional development in physical education contexts.

Physical Education Standard VIII:

The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

Physical Education Standard IX:

The physical education teacher collaborates with colleagues, parents/caregivers and community agencies to support students' growth and well-being.

Physical Education Standard X:

The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid and risk management.

Theatre 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.

Theatre Standard II:

The theatre teacher understands and applies skills for creating, utilizing and/or performing dramatic material.

Theatre Standard III:

The theatre teacher understands and applies skills for producing and directing theatrical productions.

Theatre Standard IV:

The theatre teacher understands and applies knowledge of design and technical theatre.

Theatre Standard V:

The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods.

Theatre 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.

DOMAIN V—FINE ARTS, HEALTH AND PHYSICAL EDUCATION

Competency 042 (Visual Arts)

The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.

The beginning teacher:

- A. Knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes and multisensory experiences.
- B. Selects and uses instructional strategies, materials and activities to help students deepen and expand their ability to perceive and reflect on the environment.
- C. Knows and understands how critical thinking and creative problem solving are applied in the perception of artworks.
- D. Demonstrates knowledge of the elements of art (i.e., color, texture, shape, form, line, space, value) and provides instruction that promotes students' understanding of the elements of art as well as students' ability to apply that understanding in creating original artworks.
- E. Demonstrates knowledge of the principles of art (e.g., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and provides instruction that promotes students' understanding of the principles of art as well as students' ability to apply that understanding in creating original artworks.
- F. Selects appropriate techniques that are used to create art in various media — including drawing, painting, printmaking, construction, ceramics, fiber art and electronic media — and promotes students' ability to use those techniques in creating original artworks.
- G. Understands how different cultures use art elements and principles to create art and convey meaning in different ways.
- H. Selects and uses instructional strategies, materials and activities to promote students' awareness and appreciation of the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition.
- I. Provides instruction to develop the skills and knowledge required for visual literacy (e.g., knowledge of art elements and principles, of the art of different areas and cultures, of the diverse purposes and uses of art).
- J. Integrates instruction in the visual arts with instruction in other subject areas.
- K. Understands how students develop cognitively and artistically and knows how to implement effective art instruction and assessment that are individually, culturally and age appropriate.
- L. Applies knowledge of visual arts content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade 6 to plan and implement effective, developmentally appropriate art instruction.

Competency 046 (Theatre)

The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of theatre and uses that knowledge to plan and implement effective and engaging theatre instruction.

The beginning teacher:

- A. Knows and understands how perception is developed through the use of elements of drama and conventions of theatre.
- B. Selects and uses instructional strategies, materials and activities to help students interpret creative expression and performance.
- C. Demonstrates the knowledge of the elements of theatre (i.e., dramatic play, expressive movement, voice, characterization) and provides instruction that promotes students' understanding of the elements of theatre as well as students' ability to apply that understanding in creating theatrical productions.
- D. Integrates instruction in theatre with instruction in other subject areas.
- E. Knows how to promote students' ability to identify and use technical elements (e.g., properties, scenery, sound, costumes, lighting) to define and support character, environment, mood, action and theme and to alter space to create suitable environments for dramatic play and performance.
- F. Understands how theatre relates to history, society and the diverse cultures.
- G. Applies knowledge of theatre content and curriculum based upon the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade 6 to plan and implement effective, developmentally appropriate theatre instruction.
- H. Manages time, instructional resources and physical space effectively for theatre education.