



LILIE, LLC Course Information

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Title of Course (45 hours): Arts with the Brain in Mind

Course Description:

This course will examine the importance of the arts as it relates to cognition, creativity, emotion, and multiple intelligence theory. Teachers will reflect upon and evaluate the various arts in school culture and discuss its importance on student achievement. Participants will analyze their own curriculum and ultimately determine if the application of the arts will successfully foster student success through its integration. Arts reviewed include the various musical, visual, and kinesthetic.

Overall Course Objective and Expectation(s):

This course presents a case, based on what we know about the brain and learning, for making arts a core part of the basic K-12 curriculum and thoughtfully integrating them into every subject. Each week/ segment address musical, visual, and kinesthetic arts in ways that reveal their influence on learning in all main core subject areas/ disciplines in all grade levels. This course and its focus on brain and whole child development speak to a wide variety of teaching and learning styles and provide insight into advanced differentiated instruction.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Book Suggestion:

Jensen, Eric. (2001). *Arts with the brain in mind*. ASCD. (Many of the materials included in the content notes are excerpted from this comprehensive and inclusive book.)

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Sample of Suggested Readings , Websites & Videos (subject to change):

- 1) Excerpts from Jensen, Eric. (2001). *Arts with the brain in mind*. ASCD.
- 2) Peggy M Albers. (Jul 1999). Art education and the possibility of social change. *Art Education*;2(4); Education Periodicals. pg. 6.
- 3) Georgianna Short. (May 2001). Arts-based school reform: A whole school studies one painting *Art Education*; 54(3); Education Periodicals pg. 6.
- 4) Kevin Niall Dunbar, Ph.D. (March 2008) Arts Education, the Brain, and Language (Scarborough group). *University of Toronto at Scarborough*.
- 5) Laura-Ann Petitto, Ed.D., (March 2008). Arts Education, the Brain, and Language (Toronto group). *University of Toronto*.

- 6) Reimer, B. (Nov/ Dec 2004). New Brain Research on Emotion and Feeling: Dramatic Implications for Music Education. *Arts Education Policy Review*; 106(2).
- 7) Eisener, W.E. (May 2003) The arts and the creation of mind
 - a. *Language Arts*; 80(5).
- 8) Guilbeau-Sheppard, M. M. *Does art education help the brain and learning?*
- 9) Pelligrino, D. (Jan 2009). Why our schools need the arts. *Choice*. (46)5.
- 10) Monk, Dennis C. (Jul 1989). The Mind's Ear. *Design for Arts in Education*: 90, 6.
- 11) Metcalf, S. & Smith-Shank, D.L. (Sep 2001). The yellow brick road of art education
- 12) *Art Education*; 54, 5.
- 13) Writing pictures, painting words: Writing in an artists' workshop. *Language Arts*; Jan 1994; 71, 1.
- 14) Kindler, A. M. (Spring 2003). Commentary: Visual culture, visual brain and art education. *Studies in Art Education*. (44) 3.
- 15) Rettig, P. R. (Nov 1999). Linking brain research to art. *Art Education*. (52) 6.
- 16) Reimer B. (Nov/ Dec 2004). New Brain Research on Emotion and Feeling: Dramatic Implications for Music Education. *Arts Education Policy Review*; 106, 2.
- 17) Dunbar, K.N. (March 2008). Arts Education, the Brain, and Language (Scarborough group) *University of Toronto at Scarborough*.
- 18) Pettito, L.A. (March 2008). Arts Education, the Brain, and Language (Toronto group) *University of Toronto*.
- 19) Rettig, P.R. & Rettig, J.L. (Nov 1999). Linking brain research to art. *Art Education*; 52, 6.
- 20) Neville, H. et al. (2009). *Effects of music training on brain and cognitive development in under-privileged 3 to 5 year olds preliminary results*. Dana Foundation.
- 21) Posner, M., Rothbart, M. K., & Kieras, J. (March 2008). *How arts training influences cognition*. University of Oregon.
- 22) Rauscher, F.H. (Dec 2007). Why music gets the brain excited. *New Scientist*. (196) 2633.
- 23) Grandin, T., Paterson, M., & Shaw, G. (Jul/ Aug 1998). Spatial-Temporal versus language-analytic reasoning: The role of music training. *Art Education Policy Review*. (99) 6.
- 24) Jonides, J. (March 2008). *Musical skills and cognition*. University of Michigan.
- 25) Spelke, E. (March 2008). *Effects of musical instruction on developing cognitive systems at the foundations of math and science*. Harvard University.
- 26) Jones, J. E. (Mar 1997). A lesson in teaching art self-confidence from drawing on the right side of the brain. *Art Education*. (50)2.
- 27) Bruce, P. (Dec 1995). Meaning through motion: Kinesthetic English. *English Journal*. (84) 8.
- 28) Coutts, G. (Jul 2004). Multimedia, curriculum and public art. *Art Education*. (57) 4.
- 29) Hanna, J. L. (Nov 2008). A nonverbal language for imagining and learning: Dance education in K-12 curriculum. *Educational Researcher*. (37) 8.
- 30) Jeffers, C. S. (Mar 2009). Within connections: Empathy, mirror neurons, and art education. *Art Education*. (62). 2.
- 31) Arnold, A. (Jul 2005). Confronting violence through the arts: A thematic approach. *Art Education*. (58) 4.
- 32) Respress, T. & Lufti, G. (Spring 2006). Whole brain learning: The fine arts with students at risk. *Reclaiming Children and Youth*. (15) 1.
- 33) Stuart, R. (Fall 1998). Art, imagination and teaching: researching the high school classroom. *Canadian Journal of Education*. (18) 4.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s):

- The Brain/ Art connection & the role education plays in fostering & strengthening that connection

Objectives:

- Discuss **what** makes a major discipline? Is art a major discipline? Why or why not? Develop a preliminary art/ brain connection and as applicable to your own teaching practice.

Impact on Classroom Instruction:

- Developing a clean understanding of how the brain works and how arts in education can foster greater learning in our K-12 students can help students and teachers reach their educational goals.

Learner Outcomes:

- By asking what kind of art makes sense for a particular purpose and asking some real-world questions, to analyze our particular situations, we can provide practical, detailed methods for incorporating the arts into every classroom.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Learning and understanding will be assessed via participation in required posts (conversation between classroom participants) as well as answers to the posted weekly discussion questions. Application further assessed for graduate students in the application of these ideas in their final, culminating assignment.



Week II

Topic(s):

- How art defines our culture? What is the educational system's role in fostering that?

Objectives:

- Discuss and compare the types of art based educational programs are offered? How do these programs help kids excel and achieve? What qualities do they foster? Inspire?

Impact on Classroom Instruction:

- Fostering strong art making or connecting programs we can create community building values within our schools that empower and motivate student learning and achievement.

Learner Outcomes:

- To discover how Art-making facilitates the creation of large, strong communities that embody important values that are not only good for our classrooms but for our society in general.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

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Week III

Topic(s):

- Discovering and analyzing the *Art/ Brain research & connection*.

Objectives:

- What does brain research say about art?
- What does art do for brain growth and development?
- Research suggests that there the arts stimulate brain development, do you agree with this? Explain your reason.

Impact on Classroom Instruction:

- Create ways to integrate art into your K-12 classroom to stimulate development in a wide range of scenarios and for a wide range of purposes.

Learner Outcomes:

- Discuss how this research affects your teaching practice? Create ways to integrate these ideas into your practice for specific desired outcomes.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Learning and understanding will be assessed via participation in required posts (conversation between classroom participants) as well as answers to the posted weekly discussion questions. Application further assessed for graduate students in the application of these ideas in their final, culminating assignment.



Week IV

Topic(s):

- Creativity & Inspiration

Objectives:

- Discuss the purpose of education and its desired output? How can we, as educators, reinvent education and its fundamental principles to educate the whole child?

Impact on Classroom Instruction:

- What ways could you apply this, the concept of teaching to the whole child, to your own teaching practice?

Learner Outcomes:

- To inspire teachers to think outside the box and create innovative ways to integrate arts into their classrooms to teach as well as inspire the whole child, which will ultimately increase learning, mastery and higher level application of all of our content.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Learning and understanding will be assessed via participation in required posts (conversation between classroom participants) as well as answers to the posted weekly discussion questions. Application further assessed for graduate students in the application of these ideas in their final, culminating assignment.