

Creative Arts Seminar

A Collaborative Core Course

Sheryl Murphy-Manley, Ph.D.

School of Music

Sam Houston State University



Seven Class Meetings for Each Topic Area

Art

Music

Dance

Theatre

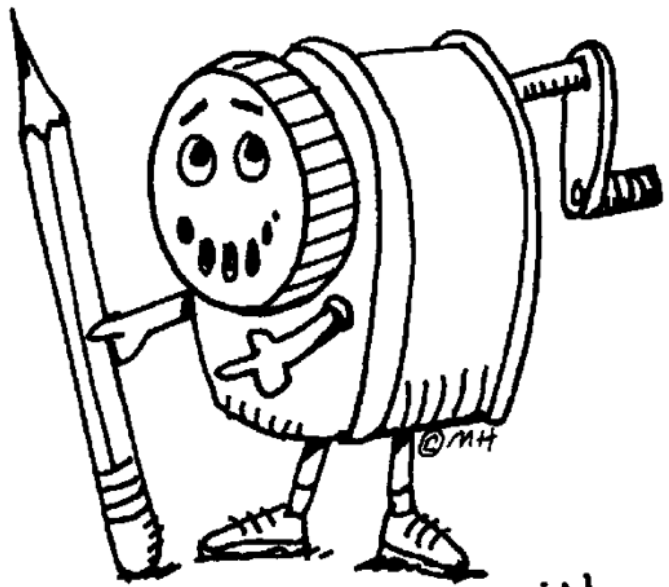


Skill Objectives Required in *Creative Arts* Component Area Include:

- ▲ Critical Thinking
- ▲ Communication
- ▲ Teamwork
- ▲ Social Responsibility

All subject areas address each skill objective--

But, some skill objectives are weighted more in one area than another.



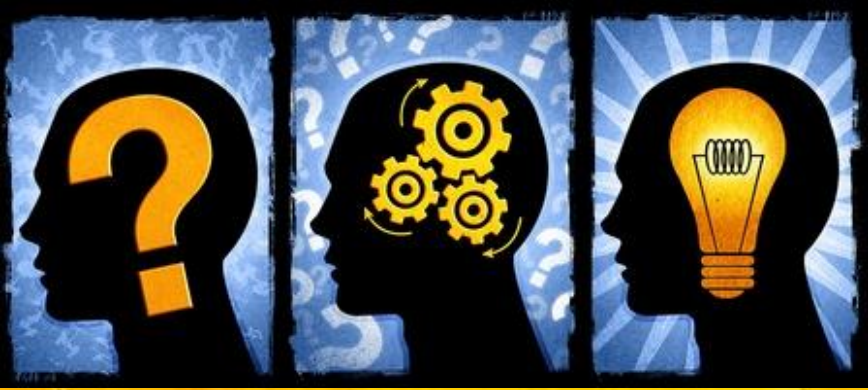
Sharpen Your Skills

A Few Examples

The course is project based

Each topic area includes projects designed to teach required skill objectives while . . .

focusing on the course content for each area.



Critical Thinking

- **Art**

- Students critically assess a work of art in an exhibit, calling upon thinking that requires them to analyze the formal components of the piece of art.
- Students then write an essay, (graded with a rubric), that details how the art work is created by representation, context, cultural and historical references, and other issues that create meaning in the piece.
- This project helps students make the connection between critical thinking in the arts, writing, and analysis of works of art.



In the Music Section

The Baroque

- Students are taught to aurally assess the musical style of a composition in a particular historical period.
- Students learn the sets of musical style characteristics for these eras by listening to musical excerpts and through class discussion.
- By thinking critically about these musical elements, students make stylistic evaluations about the musical pieces they hear on a quiz, placing the music in historical and functional context.
 - This quiz serves as a direct assessment for critical thinking.

Communication Skills



Students attend a play produced by the University's Department of Theatre

Theatre

Students then write an analysis of the play, thus practicing written communication about the course subject matter.

Through this project, students learn how visual communication in a theatrical work can be evaluated while communicating in writing.

This is only one example of how visual communication is addressed in the totality of the seminar.

To further practice communication skills, students create an original collage, visually expressing a moment or character in the semester's script.



A Theatrical Collage



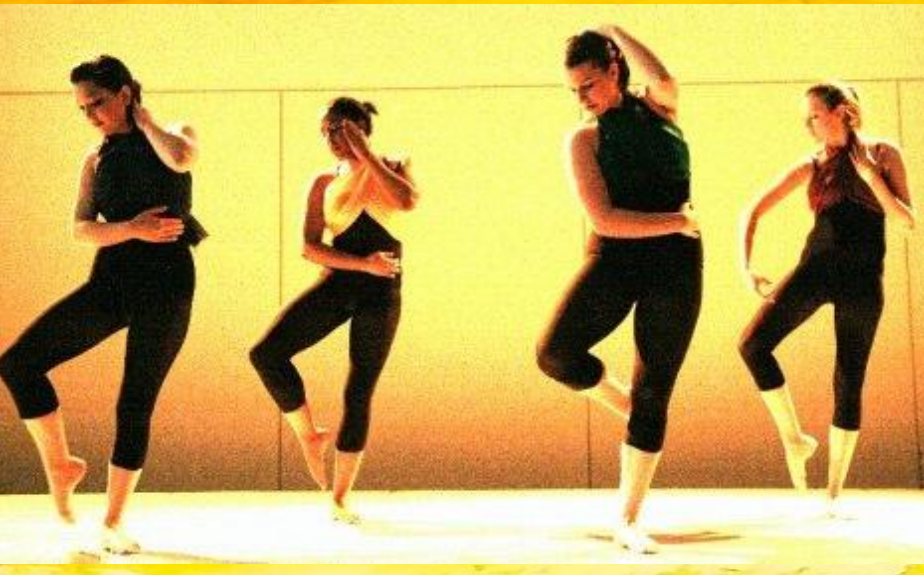
Teamwork

- All four sections of the seminar involve teamwork.
- Since students are moving through the four subjects together as a class, and since they are forming into new teams every few weeks, they have opportunities to learn more deeply what successful (and unsuccessful) teamwork entails.

The dance section requires students to present a group choreographic project.



Students are taught about movement and the subject matter through the integration of the use of teams.



Social Responsibility

All four of us had been including issues of social responsibility in our subject matter.

Here's how we will handle it in the Art and Music sections:

But, we became a bit alarmed when we realized that we had to directly assess this skill objective.

In the Art Section

- Students will be divided into four groups; each group will explore and research one art venue:
 - An art museum outside of the US
 - A major US art museum
 - A regional art center
 - A local arts organization
- Each group will present their findings to the class.

What will the students learn?

- The purpose of each art museum or organization
- The scope of its collection and/or exhibitions
- The ways in which the organization serves the public
- The value of visiting the museum or organization
- Opportunities to volunteer and how to become involved with the organization

Assessment of the Museum Project

- The group report will be assessed by the instructor with the use of a rubric.
 - The rubric will measure how well the report conveys:
 - Social responsibility, and
 - Intercultural competence

Intercultural competence is one of the requirements listed by The Coordinating Board for this skill objective of social responsibility.

In the Music Section

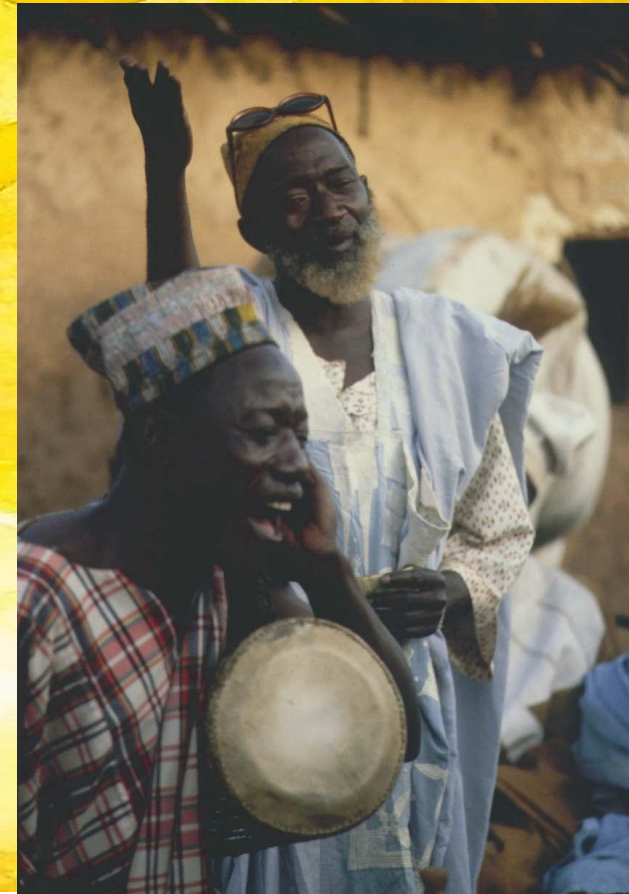
- Students will again work in teams, this time to produce a poster board presentation that will be presented to the class.
 - They will also be fulfilling communication skills and teamwork requirements through this project.
- Teams will explore a music culture belonging to a country with which the team is not familiar and construct, from the ground up, a cultural model from which to explore the music.

By researching a new music culture, students will learn ways to engage effectively outside their social worlds.

A rubric will help guide them in their learning and serve as direct assessment.

Students will articulate the nature of their own culture and their roles in the preservation of the global community of music.

Students will understand and discuss what a socially responsible approach to different cultures entails.



We've had several successful years teaching the Honor's course in this collaborative way.

We expect the same for our new Creative Arts Seminar as a core class.

