

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Performing Arts **Alpha Number:** ART 329 **CIP No.** 50.0101

Expression

Type of Action:

 New Course (attach narrative justification for course creation)

 Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:

- Change in number of credit hours
- Change in prerequisite
- Substantive change in course content
- Change to SLOs
- Other:

 X **Non-substantive**

Revision Select all that apply:



- Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
- Edit to course description that does not alter the substance of the course
- Change to recommended texts
- X Other:-change in contact hours from 48 to 45

 Reinstitution of Archived Course (attach narrative justification for reinstatement, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).

 Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

Approvals:

	Name	Signature	Date
Department Chair	Rosie Koroi	DocuSigned by: <i>Rosie Koroi</i>	7/28/2024
Curriculum Committee Chair	Desmond Doulatram	59252531F4FC4A3... DocuSigned by: <i>Desmond Doulatram</i> 8A4E9FDD06E14D5...	7/27/2024

Dean	Vasemaca Savu	DocuSigned by: 	7/31/2024
VPASA	Dr. Elizabeth Switaj	DocuSigned by: 	8/2/2024

CMI COURSE OUTLINE

CIP No. 50.0101

Version No. 3

ART 329
Alpha Number

Performing Arts Expression
Course Title

Course

Description: Presents critiques of the historical development of music, dance, and drama from various cultures. Students analyze classical, contemporary, and modern performances in context.

Course originally prepared by: Education Department Education Department Apr./2011
Rosie Koroi Education Department June/2024.

Course Modes: Face to Face (including Zoom) Hybrid
 Distance Education

Credits calculated by: Credit Hour Clock Hour N/A

Contact Hours: 45

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			

Total	45	3	
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Purpose(s) of Course: Degree Requirement _____
BAEE _____
 Degree Elective _____
 General Education _____
 Credit Certification _____
 Developmental _____
 CTE/TVET _____
 ABE/Adult HS _____

Distribution Area: Humanities _____
 Social Sciences _____
 Mathematics (Credit) _____
 Science _____

Prerequisite: Completion of AS or AA degree from the
 College of the Marshall Islands Or Admittance to
 CMI BAEE degree

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Analyze the unique principles, elements, properties and creative production and choreography of dance, music and drama.
2. Critique classical, contemporary and modern cultural developments regarding dance, music, and drama.
3. Apply the arts to express ideas, feelings, and/or content in any area of their creation.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
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<p>Completion of AS or AA degree from the College of the Marshall Islands Or Admittance to CMI BAEE degree/ Or By Permission of Instructor</p>	<p>1.Analyze the unique principles, elements, properties and creative production and choreography of dance, music and drama.</p> <p>2.Critique classical, contemporary and modern cultural developments regarding dance, music, and drama.</p> <p>3.Apply the arts to express ideas, feelings, and/or content in any area of their creation.</p>	<p>AA or AS are prerequisites for all 300 level courses</p>
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Links to Program Learning Outcomes:

SLO	Linked PLO /GE PLO	I/P/M	Explanation of Link
<p>1.</p>	<p>2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.</p> <p>3.Differentiate instruction for individuals, small groups and large</p> <p>6. GE: Creative Process: Demonstrate understanding and appreciation of the creative process.</p>	<p>I</p> <p>P</p>	<p>By analyzing the unique principles, elements, and properties of dance, music, and drama, students use their creative abilities when developing engaging and meaningful learning plans where music, dance, and drama are integrated in the connected activities.</p>
<p>2.</p>	<p>1.Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio</p> <p>6. Exhibit professional practices.</p> <p>2.GE: Civic Awareness Demonstrate Civic Awareness</p>	<p>P</p> <p>M</p>	<p>Students learn about classical, contemporary, and modern cultural developments regarding music, dance, and drama to appreciate its importance in the identity of people and their cultures in society.</p>

3.	<p>1. Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio.</p> <p>4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom.</p> <p>5. Assess K-6 students' progress in all areas</p> <p>6. Exhibit professional practices</p> <p>1. GE: Communication Communicate complex ideas and information effectively through writing, oral presentations and technological resources</p> <p>6. GE: Creative Process Demonstrate understanding and appreciation of the creative process.</p>	<p>P</p> <p>M</p>	<p>Using the RMI elementary curriculum, students look at the content area instruction and find out what aspects of the performing arts are included in the curriculum. Applying their knowledge of performing arts students create an engaging and meaningful learning plan and integrate the performing arts in the connected activities. learning plan is taught in the elementary classroom and documented as a video presentation.</p>
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Course Content: Students in this course will understand

1. Theory, practice and history of performing arts
2. Categorization and features of each area of performing arts
3. Performing arts in various cultures of the world
4. Classical, Contemporary and Modern eras of performing arts
5. Interaction between music, dance and drama

Higher Order Thinking Skills: Students in this course will experience

- X Analyzing the basic elements of an idea, experience, or theory
- X Making judgments about the value or soundness of information, arguments, or methods
- X Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

- Demonstration
- X Lecture
- X Small group discussion
- X Class discussion

- X Audio-Visual Aids
- Laboratory

- Supervised Practice
- Field Trips
- Other:
 - Assigned Readings
 - Field research (Interview with schools' principal or administrator)
 - Group Project
 - Observations
 - Presentations
 - Small and large group discussions
 - Case studies and critique
 - Movie Critique
 - Learning Games

Recommended Assessment Tool Type(s):

- Case Study
- Critique of Performance
- Exam/Quiz In-Course
- Exam/Quiz Standardized (attach narrative describing development and validation process)
- Focus Group
- Group Project
- Individual Project
- Observation
- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey
- Written Assignment
- Other:

Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):

Direct instruction through:

- Live video lectures
- Live audio-only lectures
- Live text chats
- Assessing or providing feedback on a student's coursework

Providing information or responding to questions about the content of a course or competency through:

- Live video discussions
- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats

Facilitating a group discussion regarding the content of a course or competency through:

- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats
- Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials:

1 Recommended text:

OER Commons (<https://www.oercommons.org>)

GALILEO Open Learning Materials <https://oer.galileo.usg.edu>

Supplementary Reading Resources

Dinham, Judith. *Delivering Authentic Arts Education*, 4th ed. Cengage Learning, 2020. ISBN: 978-0170420594

2 Equipment/Facilities: Supplemental readings, art and music resources, professional teaching videos, projector. CMI Media Center,

3 Materials and Supplies: keyboard, guitar, ukuleles,

College Mission:

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

BOR approved 1st December, 2020

Connection to the College Mission

This course expects students to master, value and appreciate the Performing Arts and its role in society. Students learn to understand and respect cultures that differ from their own. This is in support of the mission of the college to be a center for the study of Marshallese Culture.

BAEE degree Mission:

The College of the Marshall Islands Bachelor of Arts in Elementary Education program is committed to engaging educators in reflection, authentic practice, and constructivism to deliver standards-based curriculum to RMI elementary students.

Approved November 23, 2016

Connection to BAEE degree Mission

This course expects our students to master how the Performing Arts can be utilized to engage students in the elementary classroom to be creative and expressive in their communication of subject matter. Students reflect on the importance of the Performing Arts as part of their cultural life and identity and how they and their elementary students can sustain their culture for future generations.

CC Approved on June 14, 2024