

California State University, San Bernardino  
Palm Desert Campus

**McCallum Theatre Institute Aesthetic Education Program  
Summer 2011**

Continuing Aesthetic Education 2011  
Two quarter units credit  
**Final Assignment Due July 15, 2011**  
**No late assignments can be accepted.**

Professor: Dr. Doris Wilson  
Class Meetings: June 13 to June 17, 2011, or as scheduled by McCallum.  
Meetings held at McCallum.  
Faculty Office: Palm Desert Campus Indian Wells Center for Educational  
Excellence (IWCEE)  
Phone: 760-341-2883 x-78108

Optional Course Texts:

1. Visual & Performing Arts Frameworks for California Public Schools Kindergarten through Grade Twelve. CA Dept of Education: Sacramento
2. Arts Works: A call for arts education for all California students. (1997) CA Dept of Education: Sacramento
3. Releasing the imagination (1995) Green, Maxine. Jossey Bass
4. Art, Mind and Brain: A cognitive approach to creativity (1984) Gardner, Howard. Basic Books: New York
5. Variations on a blue guitar (2001) Greene, Maxine. Teachers' College Press: New York
6. Imagination first; unlocking the power of possibility Liu, Eric and Noppe-Brandon, Scott (2009) Jossey Bass

Course Description

The Aesthetic Education Program (AEP) is a multidimensional arts education program developed in partnership with New York's Lincoln Center Institute. It brings together teachers, students and professional artists from the McCallum faculty to deepen their understanding of themselves and the world around them through active involvement with different works of art, the exploration of aesthetic aspects of selected works of art in dance, music and drama and the applications for instruction implementation into the classroom.

Course Objectives:

Participants will:

1. Identify symbol systems and language for interpretation in dance, music, drama and visual arts.
2. Participants will become aware of the Capacities for Imaginative Learning and explore how to cultivate these capacities in learners of all ages.
3. Become aware of educational tools and techniques to integrate the arts- dance, music, drama and visual arts – with existing curriculum of reading, mathematics and science.
4. Become aware of and explore broad concepts in various art forms.

Topics:

1. Aesthetics issues involved in teaching dance, music, visual arts and drama
2. Discussions with teaching artists about development of skills and understanding of art forms
3. Artistic perception
4. Creative expression
5. Aesthetic valuing
6. Connections and applications to other art forms and subject areas

Methods of Instruction:

1. Workshops
2. Discussions
3. Journal writing
4. Continued experience in music, drama, dance and visual arts

Evaluation:

Teachers who have completed the introductory course and are returning to the Program remain enrolled by fulfilling the requirements for returning teachers. Returning teachers may choose to participate in a variety of different workshops. The Summer Session requirements for returning teachers are:

- Mandatory attendance at 3 focus work guided noticing/performance viewings in visual arts, dance, theatre and music which serve as texts for study, Monday-Friday, in June 2011. Schedule is determined by McCallum.
- Selection of and participation in a minimum of one, or up to five specialized aesthetic education workshops, June 2011 in Music, Dance, Theatre and Visual Arts designed to illuminate properties of the focus works, explore broad and more advanced concepts in the various art forms, and expand teaching strategies and tools
- Maintaining a journal to record experiences and ideas.
- Submission of an essay including three sections - one summarizing the journal's most significant ideas, one analyzing and discussing one of the works presented during Summer Session, and a final section commenting on the Aesthetic Education practice and philosophy. This paper should be 3-5 pages in length.

Participants are eligible to earn two University Professional Development credits at the Post Baccalaureate level from CSUSB through Extended Learning by fulfilling the credit course requirements/evaluation. Please note that this units are not applicable toward a Multiple or Single Subject Credential.

The fee is 65\$ per unit

**Deadline for submission of the final projects is July 15, 2011.**  
**No late assignments will be accepted.**

Please email papers to:  
Dr. Doris Wilson  
dwilson@csusb.edu

California State University, San Bernardino  
Palm Desert Campus

**McCallum Theatre Institute Aesthetic Education Program  
Summer 2011**

Continuing Aesthetic Education 2011  
Four quarter units credit

**Final Assignment Due July 15, 2011  
No late assignments can be accepted.**

Professor: Dr. Doris Wilson  
Class Meetings: June 13 through June 17, 2011—or as arranged by McCallum.  
Meetings take place at McCallum.  
Faculty Office: Palm Desert Campus Indian Wells Center for Educational  
Excellence (IWCEE)  
Phone: 760 2341-2883 x-78108

**Optional Course Texts:**

7. Visual & Performing Arts Frameworks for California Public Schools Kindergarten through Grade Twelve. CA Dept of Education: Sacramento
8. Arts Works: A call for arts education for all California students. (1997) CA Dept of Education: Sacramento
9. Releasing the imagination (1995) Green, Maxine. Jossey Bass
10. Art, Mind and Brain: A cognitive approach to creativity (1984) Gardner, Howard. Basic Books: New York
11. Variations on a blue guitar (2001) Greene, Maxine. Teachers' College Press: New York
12. Imagination first; unlocking the power of possibility Liu, Eric and Noppe-Brandon, Scott (2009) Jossey Bass

Course Description

The Aesthetic Education Program (AEP) is a multidimensional arts education program developed in partnership with New York's Lincoln Center Institute. It brings together teaches, students and professional artists from the McCallum faculty to deepen their understanding of themselves and the world around them through active involvement with different works of art, the exploration of aesthetic aspects of selected works of art in dance, music and drama and the applications for instruction implementation into the classroom.

Course Objectives:

Participants will:

5. Identify symbol systems and language for interpretation in dance, music, drama and visual arts.
6. Participants will become aware of the Capacities for Imaginative Learning and explore how to cultivate these capacities in learners of all ages.
7. Become aware of educational tools and techniques to integrate the arts- dance, music, drama and visual arts – with existing curriculum of reading, mathematics and science.
8. Become aware of and explore broad concepts in various art forms.

Topics:

7. Aesthetics issues involved in teaching dance, music, visual arts and drama
8. Discussions with teaching artists about development of skills and understanding of art forms
9. Artistic perception
10. Creative expression
11. Aesthetic valuing
12. Connections and applications to other art forms and subject areas

Methods of Instruction:

5. Workshops
6. Discussions
7. Journal writing
8. Continued experience in music, drama, dance and visual arts

Evaluation:

Teachers who have completed the introductory course and are returning to the Program remain enrolled by fulfilling the requirements for returning teachers. Returning teachers may choose to participate in a variety of different workshops. The Summer Session requirements for returning teachers are:

- Mandatory attendance at 5 focus work guided noticing/performance viewings in visual arts, dance, theatre and music which serve as texts for study, Monday-Friday, in June 2011, as scheduled by McCallum.
- Selection of and participation in five specialized aesthetic education workshops in June TBA, in Music, Dance, Theatre and Visual Arts designed to illuminate properties of the focus works, explore broad and more advanced concepts in the various art forms, and expand teaching strategies and tools
- Maintaining a journal to record experiences and ideas
- Submission of an essay including three sections - one summarizing the journal's most significant ideas, one analyzing and discussing one of the works presented during Summer Session, and a final section commenting on the Aesthetic Education practice and philosophy. This paper should be 3-5 pages in length.

Participates are eligible to earn two University Professional Development credits at the Post Baccalaureate level from CSUSB through Extended Learning by fulfilling the credit course requirements/evaluation. Please note that these units are not applicable toward a Multiple or Single Subject Credential.

The fee is 65\$ per unit

**Deadline for submission of the final projects is July 15, 2011.  
No late assignments will be accepted.**

Please email papers to:

Dr. Doris Wilson

[dwilson@csusb.edu](mailto:dwilson@csusb.edu)

California State University, San Bernardino  
Palm Desert Campus

**McCallum Theatre Institute Aesthetic Education Program  
Summer 2011**

Aesthetic Education 2011

Four quarter units credit

**Final Assignment Due July 15, 2011  
No late assignments can be accepted.**

Professor: Dr. Doris Wilson  
Class Meetings: June 13 to June 17, 2011, 9am – 5pm, or as determined by  
McCallum. Meetings held at McCallum.  
Faculty Office: Palm Desert Campus Indian Wells Center for Educational  
Excellence (IWCEE)  
Phone: 760-341-2883 x-78108

Optional Course Texts:

13. Visual & Performing Arts Frameworks for California Public Schools Kindergarten through Grade Twelve. CA Dept of Education: Sacramento
14. Arts Works: A call for arts education for all California students. (1997) CA Dept of Education: Sacramento
15. Releasing the imagination (1995) Green, Maxine. Jossey Bass
16. Art, Mind and Brain: A cognitive approach to creativity (1984) Gardner, Howard. Basic Books: New York
17. Variations on a blue guitar (2001) Greene, Maxine. Teachers' College Press: New York
18. Imagination first; unlocking the power of possibility Liu, Eric and Noppe-Brandon, Scott (2009) Jossey Bass

Course Description

The Aesthetic Education Program (AEP) is a multidimensional arts education program developed in partnership with New York's Lincoln Center Institute. It brings together teachers, students and professional artists from the McCallum faculty to deepen their understanding of themselves and the world around them through active involvement with different works of art, the exploration of aesthetic aspects of selected works of art in dance, music and drama and the applications for instruction implementation into the classroom.

Course Objectives:

Participants will:

9. Identify symbol systems and language for interpretation in dance, music, drama and visual arts.
10. Participants will become aware of the Capacities for Imaginative Learning and explore how to cultivate these capacities in learners of all ages.
11. Become aware of educational tools and techniques to integrate the arts- dance, music, drama and visual arts – with existing curriculum of reading, mathematics and science.
12. Become aware of and explore broad concepts in various art forms.

Topics:

13. Introduction to Aesthetic Education
14. Methods for Identifying different ways students interpret music, dance, visual arts and drama
15. Aesthetics issues involved in teaching dance, music, visual arts and drama
16. Hands-on activities and analysis in music
17. hands on activities and analysis in drama
18. Hands on activities and analysis in dance
19. Hands on activities and analysis in visual arts
20. Discussions with teaching artists about development of skills and understanding of art forms
21. Artistic perception
22. Creative expression
23. Aesthetic valuing
24. Connections and applications to other art forms and subject areas

Methods of Instruction:

9. Lecture
10. workshops
11. discussions
12. performances of repertory work
13. journal writing
14. experience in music, drama, dance and visual arts

Evaluation:

New teachers to the program enroll by attending a five-day introductory course. Attendance is mandatory for the entire five-day course. The Introductory Course components are:

- Aesthetic education workshops in Dance, Music, Theatre and Visual Arts designed to illuminate properties of the focus works, explore broad concepts in various art forms, and expand on teaching tools and strategies.
- Performances/video presentations of Focus Works in Dance, Music, and Theatre, and a guided noticing of an exhibit of a Focus Work in Visual Art, which serve as texts for study (see attached handout).
- A lecture by expert faculty on relevant theory.
- Maintaining a journal to record experiences and ideas.
- Submission of an essay including three sections - one summarizing the journal's most significant ideas, one analyzing and discussing one of the works presented during Summer Session, and a final section commenting on the Aesthetic Education practice and philosophy. Limit essay to 3-5 pages

Participants are eligible to earn four University Professional Development credits at the Post Baccalaureate level from CSUSB through Extended Learning by fulfilling the credit course requirements/evaluation. Please note that this units are not applicable toward a Multiple or Single Subject Credential.

The fee is 65\$ per unit

**Deadline for submission of the final projects is July 15, 2011.  
No late submissions can be accepted.**

Please email papers to:  
Dr. Doris Wilson  
dwilson@csusb.edu