

EDUC 460.04: Specialization I, Elementary Fine Arts,
Winter, 2026*Erin Spring*

Section information (times, class location, instructor) can be found in your my.ucalgary.ca portal.

Your instructor will also confirm section information through your D2L course shell.

Please check these sites prior to the start of the course.

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta Battle River Territory (Nose Hill Métis District 5 and Elbow Métis District 6).

Term Dates: January 12 – March 13, 2026

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only (please email and we will find a time that works with our schedules)

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

Term Break - February 15-21, 2026

COURSE DESCRIPTION:

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of *discipline*. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

LEARNER OUTCOMES:

Students will be knowledgeable about:

1. Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology;

2. Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
3. Exploring and applying introductory theory related to the teaching of the discipline with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.
4. Successfully designing short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment. Students will require access to a computing device that contains current software and hardware capable of running D2L. If you do not own a personal device, there are computers available for student use in the Doucette Library and the Taylor Family Digital Library.

REQUIRED TEXT BOOK:

Roy, D., Baker, W., & Hamilton, A., 4th Edition (2025). Teaching the Arts. Cambridge University Press.
Available at UofC Bookstore: <https://shop.ucalgary.ca/Search?data=teaching+the+arts>

LEGANTO LINK:

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/27140438110004336?auth=SAML

REQUIRED RESOURCES (ON ALBERTA EDUCATION WEBSITE)

DOWNLOAD PRINTABLE VERSION FOR PAGE NUMBER REFERENCES

Alberta Education. *Programs of Study*. [elementary fine arts] Available online at:
<https://www.alberta.ca/programs-of-study.aspx>

Alberta Education (2024). Ministerial Order on Student Learning. <https://www.alberta.ca/ministerial-order-on-student-learning>.

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction* (Chapters 8, 9, 10): <https://open.alberta.ca/publications/9780778586012>

ADDITIONAL RESOURCES:

Alberta Education (2024). Teaching Quality Standard. <https://open.alberta.ca/publications/teaching-quality-standard>

Eisner, E. W. (2002). *The arts and the creation of mind*. Yale University Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3420063>

Martin, B.H. (2022). *All four arts and arts for all*. ATA Magazine, Spring 2022, Volume 102 (3), pg. 18- 20.
<https://ezproxy.lib.ucalgary.ca/login?url=https://www.proquest.com/trade-journals/all-four-arts/docview/2729571359/se-2?accountid=9838>

Martin, B. H., & Calvert, A. (2018). Socially empowered learning in the classroom: Effects of arts integration and social enterprise in schools. *Journal of Teaching and Learning*, 11(2), 27-42.
<http://dx.doi.org/10.22329/jtl.v11i2.5057> <https://jtl.uwindsor.ca/index.php/jtl/article/view/5057>

WEEKLY COURSE SCHEDULE:

Please note that changes to the schedule may occur to meet emerging needs and to be responsive to classroom dynamics. Additional optional readings may be posted in D2L based on student requests or interests.

Date	Topic	Readings and Tasks	Due
Week 1 Jan 12 & 16	<ul style="list-style-type: none"> Welcome, introductions, course overview A vision for the arts in education Ways artists represent through the arts 	Roy et al., (2025) Ch.1 LT1 Begins – Groups Form	Read for Friday ☺
Week 2 Jan 19 & 23	<ul style="list-style-type: none"> Why the arts are fundamental Philosophical camps of arts education Learning in, about, and through the arts 	Roy et al., (2025) Ch. 2	Read for Monday
Week 3 Feb 2 & 6	<ul style="list-style-type: none"> Learning in dance and drama Elements and principles of dance and drama Embodied learning and creative movement in the classroom 	Roy et al., (2025) Chapter 4 and 5	Read for Monday LT1-a Due Feb 6
Week 4 Feb 9 & 13	<ul style="list-style-type: none"> Learning in music and visual art Elements and principles of music and art Designing learning for social empowerment 	Roy et al., (2025) Chapter 7 and 8	Read for Monday (in class)
Week 5 Feb 15-21	<p style="text-align: center;">Winter Break ☺ Do Something Daily For Your Wellness</p>		
Week 6 Feb 23 & 27	<ul style="list-style-type: none"> The arts and cross-curriculum priorities Integrating arts into units of learning Discuss LT2 	Roy et al., (2025) Ch. 3 and Ch. 9	Read for Monday
Week 7 Mar 2 & 6	<ul style="list-style-type: none"> Ministerial orders, AB curriculum and standards, planning for EDI Instructional design: connecting outcomes with meaningful activities and rubrics Discuss LT3 	Alberta Education (2024) <i>Ministerial Order on Student Learning</i> ; Alberta Education (2010) <i>Making a Difference...</i> LT2 Presentations Live Mar 6	Skim for Monday LT1-b Due Mar 6 LT2 Due Mar 6
Week 8 Mar 9 & 13	<ul style="list-style-type: none"> Learning design lab Self & peer assessment for formative feedback 	No reading this week Upload LT3 as Word Doc in D2L Dropbox	LT3 Due Mar 13 Draft for live feedback due Mar 9

LEARNING TASKS OVERVIEW:

LEARNING TASK (LT)	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1 (LT1)	Response Journal Submission (2 checkpoints) <i>Knowing the discipline as scholars</i>	Individual	30%	Feb 6 Mar 6

Learning Task 2 (LT2)	Collective Creation Presentation <i>Knowing the discipline as artists</i>	Group	30%	Mar 6
Learning Task 3 (LT3)	Lesson Plan & Rubric <i>Knowing the discipline as teachers</i>	Individual	40%	Mar 13

LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

1. LEARNING TASK 1: Response Journal DUE: [February 6 and March 6](#)

Knowing the discipline as scholars

The purpose of this assignment is for you to use critical reflection and documentation as tools for learning, sense-making, and meta-cognition by recording your inner thoughts and reactions, noting promising practices, engaging in a variety of thought routines, and responding to prompts and provocations across the course. Your Response Journal also serves as a commonplace record for future reference of how you learned in, about, and through the arts. Specific details regarding quality, quantity and other expectations will be discussed in class. All response entries are required to receive an A to A+ (in addition to meeting the other requisite criteria).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

- Journal entries for all dates are complete and demonstrate authentic engagement ___/15

2. LEARNING TASK 2: Collective Creation - DUE: [March 6](#)

Knowing the discipline as artists

The purpose of this assignment is for you to collaborate with colleagues on an arts-based research project where you ponder an inquiry question together and represent your collective answer through the arts. Working with an assigned group, you will explore the topic of inquiry through a series of in-class activities. Your process will include discussion, exploration, revelation of self-knowledge; generation of shared knowledge; and creative expression to result in a work that engages an audience (your classmates).

- Once you know what you want to say, you will collaborate on a collective creation that you will perform to represent your shared perspectives. Each group will have approximately 8-10 minutes (contingent on class size) to present their work of art/performance as part of our scheduled class.
- Please get instructor approval on your concept and artwork ideas before proceeding with making. In order to avoid the costs of art supplies, you are encouraged to use recycled and found materials for media (or discuss possibilities of supplies with the instructor).
- Please note that although there is some dedicated class time in the schedule for group work, additional time will likely be required outside of class.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

The criteria for assessment includes:

Group Score: 60%

- Makes Learning Visible:** Presentation clearly uses the arts (visual, music, and drama or dance) to represent personal and shared perspectives in response to the topic of inquiry 30%

- **Artistic:** Presentation is creative and engaging, incorporating aesthetic qualities and effective use of artistic elements and principles to represent and communicate ideas 20%.
- **Professional:** Presentation is well-planned, well-rehearsed, well-timed, and well-executed 10%

Individual Score: 40%

- **Fully Engaged:** Peer score by group members represents individual contribution and engagement in all group process (from knowledge exploration to artwork creation and presentation (score out of 12) 40%

Detailed instructions and assessment rubric will be discussed in class then posted on D2L.

The instructor reserves the right to adjust peer scores in cases when it is deemed appropriate. Major discrepancies in scores may require a team meeting.

3. LEARNING TASK 3: Lesson Plan & Rubric - DUE: **March 13**

Knowing the discipline as teachers

The purpose of this assignment is for you to reflect on and engage in learning design that identifies teacher strategies and student activities (including appropriate differentiation) in a way that creates conditions for acquisition and assessment of learning outcomes for a specific grade's program of study in your area of specialization.

Specific topic and requisite planning templates will be discussed in class then posted on D2L.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

The criteria for assessment includes:

- Identifies 3 appropriate learner outcomes from POS and summarizes them in terms of what *students will be able to do* as a result of the planned activities; 10%
- Plans and adequately describes appropriate teacher strategies and student activities that clearly connect to each learner outcome; 30%
- Rubric specifically includes ways to assess acquisition of all 3 POS learner outcomes; 30%
- Overall plan is logical, cohesive, professional and adheres to format requirements including accommodations for three student profiles: ELL, ADHD, and Gifted / Neurodiverse 30%
 - Suggested accommodations require getting to know the student profiles (provided in class) and must be supported by *Making A Difference* (Alberta Education, 2010, Chapters 8, 9, 10), including page numbers.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING AND ARTWORK

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:

<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

Please note that all assignments are expected to be the original work of the student and students may only use generative AI (GAI) tools for word processing functions, such as grammar and spell checking (e.g. Grammarly, CoPilot). It is not required to document the use of the above GAI for the purposes described. If you have questions about a specific use of other GAI tools, please contact your instructor.

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**.

Assignments submitted after the due date without prior approval may be docked 10% per day late. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING: <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	

B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations> .

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfrehb>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Access and Privacy Office (Formerly) Freedom Of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.