



Integrated Arts for Elementary Teachers

MUS 305.001

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MUSIC 305.002 – TUES 4:30-7:15

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University Mission Statement

Texas A&M University-Commerce nurtures and educates for success through access to academic, research, and service programs of high quality.

Music Department Mission Statement

The Music Department of Texas A&M University-Commerce promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.

Course Description and Purpose

- This course is designed to prepare future educators to be able to integrate music and movement into daily classroom instruction
- The music portion of this course prepares the future elementary teacher to meet the Fine Arts requirements under Competency 054:

The elementary teacher recognizes basic music concepts and skills, such as those related to the meaning of basic musical characteristics and terms (e.g., rhythm, melody, harmony, form, timbre) and the recognition and use of contrast in music (e.g., tempo, volume, pitch, meter). The teacher

provides students with a variety of musical experiences to promote their music knowledge, skills, and appreciation.

- The final grade for MUSIC 305 is comprised from the average of four grades: the music segment, the art segment, the theatre segment, and the final exam.

Course Outcomes

At the conclusion of the course, the students will...

- be able to engage children in lessons that integrate music and movement in the elementary classroom,
- be familiar with the TEKS for music and the other core subjects taught in the elementary school,
- be able to select specific TEKS for music and reading, language arts, science, math, and social studies, locate and select materials that address these TEKS, and develop musical activities that integrate singing, moving, playing instruments, and creating that enhance children's acquisition of these grade level expectations,
- be able to articulate sound educational rationales for the integration of music and movement into the elementary curriculum,
- have assessment strategies that address specific TEKS in music and other subjects taught in the elementary school,
- have acquired techniques for working with children with special needs, and for English Language Learners,
- demonstrate skill in singing, playing instruments, and artistic moving,
- identify appropriate materials for integrating music in diverse settings, and know where to find quality materials,
- have prepared a notebook of lessons and teaching materials for using music and movement in the elementary classroom.

Text and Supplies

- *Creating Meaning through Literature and the Arts*, fifth edition, by Claudia Cornett
- 2" three-ring binder with six dividers to serve as your resource notebook.
- Sheet protectors
- Materials (such as poster board, tape, glue, etc.) to create visuals for your assignments
- In order to be successful in this course, you will need to have access to a computer and an email account.

Students Requesting Accommodations Due to Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Attendance Policy

It is expected that, as future teachers, education students model professional behavior by arriving to every class on time, with assignments completed.

Each class period, an attendance count will be taken. Students have the opportunity to earn 100 points for each Class Meeting. Absent students will, by default, earn a grade of zero for that day's work. **Due to its performance nature, CLASS WORK CANNOT BE MADE UP.** If you are absent, it is your responsibility to retrieve the information you missed, and to prepare your assignments, if any, for the following class. Your handouts will be stapled together and placed in a container outside my office door.

Tardiness or leaving early will result in a lowered classwork grade.

Classroom Expectations

All students are expected to follow the Tenets of Common Decency and acceptable behavior conducive to a positive learning environment. These tenets are outlined in the *Student's Guide Handbook* under "Policies and Procedures: Conduct." The tenets also apply to all communication to me outside the classroom.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Please demonstrate commitment to your course of study by contributing thoughtfully to class discussions, turning in assignments on time, being prompt and dependable, supporting your peers and the instructor, and accepting critiques with grace.

Cell phones should be turned off before class begins, and should be concealed from view throughout the duration of the class period. Please take care of any necessities (food, drink, restroom) before coming to class so that we may proceed without interruption. If you need to bring a bottle of water, please take care keep the cap secured. Dispose of all food and chewing gum before entering the classroom.

In this course, you will be very active...singing, moving, playing instruments, dancing, improvising, and more. All students are to be actively participating in each lesson, just as your students will be when you are teaching in a public or private school. Please wear comfortable but modest clothing in which you can move around easily.

Since some class members will begin this course with more music experience than others, the ability to sing or move well is not a necessity for, or an insurance of, a high grade. The ability to work to improve the abilities already possessed and to learn new skills will be the foundation of the grade received.

Be open-minded about other's opinions and thoughts, encouraging them to stretch their boundaries and take risks, and listen attentively to their performances.

Please be careful with our classroom materials, and use them only when instructed.

Failure to conform to these expectations of behavior will result in a lowered classwork grade.

Borrowing Materials

You have free access to all my personal books, CDs, and teaching materials. Several of these items will be placed under reserve in the library. These items are for use in the library only. Simply present your student ID card at the front desk.

If you would like to borrow a resource overnight that I keep in my office, simply sign the **Resource Checkout** book in my office. Since other students may need the same item, please return any item you borrow the following class session. **You must not lend any items checked out to any other individual. You yourself must check them back in by writing the date and your initials in the resource checkout notebook.**

If a resource checked out to you is lost or damaged, you are expected to replace it as soon as possible. If you fail to return the item before the end of the semester, **a hold will be placed on your account and you will receive an Incomplete for this course.**

Please take care that you observe the copyright laws, and the limits of fair use.

Assignments

You will have three homework assignments, and a final project.

Two of these homework assignments will consist of creating short lessons that integrate music with math, language arts, science, or social studies, and teaching these lessons to your peers in class. You will teach these lessons as if you were teaching elementary-aged children. This means that you should assume the students know nothing about the book, song, or other activity you have chosen. Teach in small steps, not giving too much instruction or information at once. Show all the steps of your teaching process. Refer to yourself as Mr. or Ms (last name) when you are teaching.

The written lesson plan is your homework grade, and the actual teaching of the lesson to your colleagues is your class work grade. Another part of your class work grade each day is your active, attentive, appropriate participation in class.

All assignments must be typewritten to receive full credit. Please use university-level spelling, punctuation, and grammar. Students are expected to print out their own homework and turn it in during class. Asking the instructor to print out your assignment for you will result in a reduction of 20 points.

If the song you are presenting is not commonly known, please provide a copy of the notation. If the song you are teaching is a "piggyback" song (one that is the melody of a commonly known song but the text is new), you may simply write, "to the tune of..."

SPECIAL NOTE: You always have the opportunity to email your lesson plan to me (BEFORE the due date) for editing. Once you have turned in your assignment, however, the grade earned will be final.

No late assignments will be accepted. Students who miss a class when an assignment is due are expected to email the homework assignment in Word format as an attachment to an email to the instructor before 11:59 p.m. on the due date. Please remember to put your name and a heading on any emailed assignment! **In-class assessments and assignments missed because of absence cannot be made up. This policy will be strictly enforced. Please do not ask me to make an exception.**

Integrated Unit Presentation

You and a partner will create a thematic unit. You will develop this unit using the template provided, and using lessons from class as models. You will present 10-12 minutes of your lesson to your classmates, as if you were presenting to children in a public school setting. **Please discuss the lesson with me before teaching it to students.** You should have your partner picked and your topic decided by Week 3, which is when we will discuss this project in detail.

Materials Notebook Requirement

Please purchase a 1.5" three-ring binder (hard cover). You need a cover sheet with your name and the class title. The tabs on the dividers must be labeled and in THIS ORDER:

1. **SYLLABUS and CLASS HANDOUTS** All notes and handouts from class, but NO LESSON PLANS. All lesson plans distributed in class should be placed behind one of the dividers listed below. (DO place the handouts in sheet protectors.)
2. **NAME GAMES/WELCOME SONGS** (The handouts from class AND copies of everyone's Name Game lessons are to be placed here, in sheet protectors.)
3. **CHILDREN'S BOOK LESSONS** (The handouts from class AND copies of everyone's Children's Book lessons are to be placed here, in sheet protectors.)

4. **LESSONS INTEGRATING MUSIC AND MOVEMENT:** (The handouts from class AND copies of everyone's Integrated Unit projects are placed here, in sheet protectors.)
5. **LESSONS INTEGRATING ART** (At least three lessons that integrate **art** with foundation curricula - E/LA, science, social studies, or math. You are expected to find these yourself. Lessons from the Theatre and Arts sections of this course may NOT be used. You can find these in many places: teachers, friends, the internet, educator journals, workshops, conferences. You do not need to type these onto the Lesson Plan Template. Use the Integrated Lesson Template provided in the Integrated Arts Dropbox under "Notebook." Place each inside a sheet protector. DO include your source.)
6. **LESSONS INTEGRATING THEATRE** (At least three lessons that integrate **theatre** with the foundation curricula - E/LA, science, social studies, or math. Collected by the student. Use the Integrated Lesson Template provided in the Integrated Arts Dropbox under "Notebook." Place each inside a sheet protector. DO include your source.)

In this class, we will work with the belief that two heads are better than one. We will create an atmosphere where sharing and risk-taking will be encouraged and rewarded. We will brainstorm, work in groups of all sizes, and make copies of our lessons to share with each other.

KEEP ALL ASSIGNMENTS ON YOUR COMPUTER. You will turn in a copy of your assignment on the day it is due, and I will add any corrections or ideas. If necessary, you will then correct your assignment, and upload it to the appropriate folder in our class Dropbox. All students will be responsible for printing out their classmates' assignments and placing them in their resource notebooks.

Lesson Plan Format

- For your two mini-lessons, you will use the Lesson Plan Template that will be emailed to you.
- Copy the template and create two new documents. Title these:
 - Name Game: (title of the game)
 - Children's Book with Music: (title of the book)
 - For example: Children's Book with Music: *Where the Wild Things Are*
- The rationale is the underlying principle of the lesson-- the justification for teaching the lesson. Please state your rationale in a COMPLETE SENTENCE. Please word the rationale so that it will be acceptable for the general classroom. The focus should be on E/LA, Math, Social Studies, or Science.
- Objectives are stated beginning with "The student will..." How will the student demonstrate skills learned, or knowledge gained? Refer to the TEKS for both subjects you are integrating. You need to have pitch matching, using a proper singing voice, as one of your objectives.

- Every lesson needs a good introduction. We will discuss this extensively in class. Please type an **interesting, motivating** introduction to your lesson under “Introduction.” List your teaching steps under “Process.”
- List all materials, books, songs (including the artist), any internet resources. Write these in APA format. If you learned an idea from another person, give the person’s name, the circumstances in which you learned the idea, and the date. For example: “I learned the game from my mentor teacher, Sallie Huckaby, third grade teacher at Ft. Hood Elementary in Ft. Hood, Texas. (2014).”
- Under Blooms Taxonomy, Multiple Intelligences, and Classroom Strategies, please delete the listed words that are not used in your lesson.
- You must list two accommodations, one for English Language Learners, and one for a child with special needs. Consider what accommodations you would make if one of your students had an aural or visual impairment, or a physical disability. Refer to your text for ideas, or to the handouts provided.
- Your assessments should be more than simple observation, especially on your Peer Teaching. Refer to your text for ideas. Your assessments need to correspond with your objectives. **ASSESS ALL OBJECTIVES, INCLUDING THE STUDENTS’ SINGING.** Is the child using a proper singing voice...not shouting or simply speaking? Is the singing on pitch...not too low or too high?
- If you use any idea that is not original - that is, you yourself did not create it - **BE SURE TO CREDIT THE CREATOR!** Lesson plans are like pieces of music—they are creative, copyrightable material. To pass off a lesson as your own and not give proper credit to the author is stealing. Please refer to the academic honor policy below.

Grading

- **In-Class Performance, Teaching, and Discussion: 40% of total grade**
- **Homework Assignments: 30% of the total grade**
- **Resource Notebook: 10% of the total grade**
- **Integrated Unit Presentation = 20% of the total grade.**

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
59 ↓	= F

Academic Honor Policy

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

ASSIGNMENTS

Assignment 1 ~ Name Game

Choose a name game. You can look on the internet, search in a book, ask a music teacher, ask a child, or make one up! Do not teach a game I have modeled for you in class.

The name game should be musical in some way. Most name games that are not meant to be musical can be MADE musical simply by chanting the words rhythmically, adding a body percussion pattern that is repeated, or singing the text instead of speaking it. IF IN DOUBT, CONTACT MRS. MEEK.

Write out a plan for teaching your song or name game to students. Use the template provided. You must have the notation of the song if there is a melody or rhythmic speech involved. If the notation is given from the source, make a copy of it. Make the plan as thorough as you can...as if it were found in a book of name games. Anyone should be able to pick up your lesson plan and figure out how the game is played.

ONE MORE TIP: Beware of lessons posted on the web. They have not gone through an editing process...anyone can post them without testing them first. Many times, a name game will be posted that states: "Sing to the tune of (a well-known song)," but the text does not fit the melody. It will sound awkward when you try to sing it.

You CAN adjust the game so that it works! You will need to make note of the change on your lesson plan. Under "Materials," put the website source, but then type "text adapted by (your name)."

Plan to teach this game to your colleagues during the next class meeting. You will teach your name game AS IF YOU WERE TEACHING YOUNG CHILDREN. Assume that the children know nothing. Create an interesting introduction. Smile! Speak firmly, confidently, and clearly. Raise the pitch of your voice and the energy level of your body. Rather than giving all the instructions at once, break the instructions down into small parts and teach the song or game bit by bit. Demonstrate! Sing in a child's voice, which is higher than an adult's voice. If you can, practice teaching your game to children before teaching it to the class.

Assignment 2 ~ Children's Book with Melody

Choose a children's book. **Your task is to include a melody in the telling of the story.** The book can be the text of a well-known song, such as *London Bridge*, or *Lift Every Voice and Sing*. Or...it could have a simple repeated poem for which you can create a melody. Or...it may not include a song or poem in the text at all, but have opportunities for you to put a short melody of your own in! Your text will give you lots of ideas in Chapters 12 and 13. **Choose a book you love.** If you don't like it, the audience won't either.

The students do not have to sing the entire song if it is fairly lengthy...they can just sing a part of it...such as one verse. It depends on what you want your students to learn. Do you want them to listen for and respond to cues in the book? Or, do you want them to learn the entire song? If the answer is the latter, consider using a visual or a power point so the children can see the text easily. Using one large visual is better than using handouts for each student.

In addition to the melody, see if you can add vocal sound effects, instrumental sound effects, movement, puppets, or drama. Careful—don't just add sound effects for the sake of adding sound effects. Read the book carefully and decide if adding sound effects or movements would add to the effectiveness or beauty of the story or song. Sometimes adding sounds can actually take away from the story.

Use the Lesson Plan template provided. **INCLUDE A THOROUGH LISTING OF THE BOOK AND ANY RECORDED MUSIC you use.** (author, title, publisher, ISBN, etc.)

Prepare to share your book, leading your classmates to produce the vocal and/or instrument sound effects AND movement, during class SESSION THREE. Please use the excellent storytelling skills we have discussed in class, such as vocal inflection, raised pitch, gestures, energy in the body, etc. Assume that the children have never read the book or heard the song. **YOU WILL NEED TO SING IN AN APPROPRIATE RANGE FOR CHILDREN**, which is higher in pitch than a typical woman's voice.

If you are not a strong singer, feel free to use a recording. Try to find one with children singing, or a woman. It is difficult for children to sing along with a man because of the range of their voices. Download iTunes onto your computer and search the *music store* for a good recording. You can get iTunes FREE from the Apple website.

If the book you choose is the text of a well-known song, you need to teach the ORIGINAL MELODY. Please do not make one up. If in doubt, ask me. **You ARE expected to find a recording of the song and PRACTICE singing it.**

Read the handout "Singing with Children" carefully. The students should be able to sing the song accurately by the end of the lesson.

Assignment 3 ~ Bulleted Summary of Chapter 12

Read chapter 12 of the textbook. Summarize each section of the chapter with at least one university-level major point per section. Please bullet your points. **Elaborate** on the "hows" and "whys." If you note a research finding, also note the researcher. Consider: If you were able to use this summary on your final exam, what would you write? **Use complete sentences.** EDIT your summary. (You will **not** make copies of this assignment. When it is returned to you, please place it under the "Class Syllabus and Handouts" section of your notebook.)

Agenda at-a-Glance

Week One: Introductory activities/ Name Games/ Vocal Sound Effects

Week Two: Students share Name Games/ Children's Books with Melodies

Week Three: Students share Children's Books with Melodies/ Integrated Lessons

Week Four: Integrated Lessons

Week Five: Integrated Unit Projects

AGENDA

WEEK ONE

I. Introductory Activities

A. Opening Song: "Welcome, Welcome"

VOCABULARY:

melody (a sequence of tones perceived by the mind as a unit)

harmony (two tones sounded at the same time)

B. HANDOUTS:

Place the following handouts in your notebooks under "Syllabus and Class Handouts."

- CALENDAR
- QUALITY CHILDREN'S SONGS
- SINGING WITH CHILDREN
- MUSIC TERMS
- RUBRICS USED FOR GRADING LESSONS
- RESOURCE NOTEBOOK GRADING RUBRIC
- MULTIPLE INTELLIGENCES
- BLOOM'S TAXONOMY
- LESSON PLAN—BLANK
- TEACHING CHILDREN WITH SPECIAL NEEDS
- TEACHING MUSIC TO ENGLISH LANGUAGE LEARNERS
- EXAMPLE NAME GAME
- EXAMPLE CHILDREN'S BOOK LESSON

II. Name Games

- "S, My Name Is Susie"
- "Ridin' on the Railroad"
- "Who Stole the Cookies?"

III. Discuss the syllabus

IV. Vocal Warm-Up

The Napping House

- Display signs and have students perform each one.
- Read story, having students insert sound effects.

V. Adding Vocal Sound Effects to a Story

A. *The Bremen Town Musicians*

- Discuss characters in the story and ask students to create a sound for each character.
- Option: have characters color-coded. With a power point, display certain lines of text in that character's color for the students to say with the appropriate timbre.
- Extend: discuss the fact that each character had its own voice...just like each student has his or her unique voice.

VOCABULARY: timbre (the particular sound of a voice)

- Stand in a circle. Each person creates a movement with an accompanying sound. The game is cumulative...all preceding offerings are repeated with each new addition.

B. Group Work

- Divide the students into small groups.
- Give each group a book with which to perform for the group with vocal sound effects.
- Students decide as a group how to perform the narration...one narrator, they could read chorally, take turns, or a combination of the three.
- Introduce the book with enthusiasm! Stand tall, smile, brighten your eyes, lift the pitch of your voice, and read with inflection.

BOOKS:

Goldilocks and the Three Bears

The Very Hungry Caterpillar

The Three Billy Goats Gruff

Thump, Thump, Rat-a-Tat-Tat

The Little Old Lady Who Was Not Afraid of Anything

I Went Walking

Traveling to Tondo

Brown Bear, Brown Bear

13 Nights of Halloween

Barnyard Banter

VI. Discuss Singing with Children

VII. Discuss Assignment 1: Name Game

WEEK TWO

I. Introductory Activities

- A. Opening Song: "Good Morning!" (text changed to "Good Afternoon")
- B. Turn in Name Game Lesson Plans

C. HANDOUTS:

Place the following handouts in your notebooks under "Name Games/Welcome Songs."

- "Welcome, Welcome"
- "S, My Name Is Susie"
- "Who Stole the Cookies?"
- "Gilly Gilly"
- "Good Morning!"
- "Good Morning! Good Morning!"
- "Ridin' on the Railroad" (This example will be e-mailed to you.)

Place these handouts under "Children's Books with Music"

- *The Grand Old Duke of York*
- "Snowball"
- *Mortimer*
- *The Napping House*
- *The Wide-Mouthed Frog*
- *The Whale's Song*
- *Listen to the Rain*

Place these handouts under "Lessons Integrating Music and Movement"

- "Wind Is a Cat"
- "Synchronized Shaping!"
- "Poetry in Motion"

II. Sharing Name Games in Small Groups

III. Discussion about Notebooks

- An "A" notebook vs. an "F" notebook
- Mrs. Meek's favorite resources

IV. Instrumental Sound Effects

The Wide Mouthed Frog by Keith Faulkner

V. Discuss Adding a Melody to a Story

Mortimer by Robert Munsch

- Discussion: sometimes stories have repeated little rhyming sections that can be set to a melody. The melody can be very simple.

VI. Discuss Assignment 2: Children’s Book with Melody

V. Discuss Assignment 3: Summary

WEEK THREE

I. Introductory Activities

- A. Welcome Songs: “Gilly, Gilly”
- B. Turn in Children’s Book with Melody Lesson Plans; return Name Game rubrics

CORRECT YOUR NAME GAME LESSON PLAN, MAKE COPIES FOR EACH OF YOUR CLASSMATES, AND BRING THEM TO OUR NEXT CLASS MEETING.

C. HANDOUTS:

Place the following handouts under “Class Syllabus and Handouts”:

- INTEGRATED UNIT PRESENTATION
- INTEGRATED UNIT RUBRIC

II. Sharing Children’s Books with Melodies

III. More Children’s Book Ideas

- A. *The Whales’ Song* by Dyan Sheldon and Gary Blythe
- B. *Listen to the Rain* by Bill Martin, Jr. (science lesson)
Use instruments and movement to create a rainstorm. Discuss crescendo and decrescendo.

VOCABULARY: dynamics (loudness/softness)

IV. Discussion of Integrated Unit Presentation

WEEK FOUR

I. Introductory Activities

- Welcome Song: "Good Morning, Good Morning!" (text changed)
- Return Children's Book lesson plan rubrics
- Students turn in Summaries (Assignment 3)

CORRECT YOUR CHILDREN'S BOOK LESSON PLAN, MAKE COPIES FOR EACH OF YOUR CLASSMATES, HOLE-PUNCH THEM, AND BRING THEM TO OUR NEXT CLASS MEETING.

II. Guided Music and Writing Lesson: Poetry in Motion

IV. Discuss Integrated Unit Presentation with Partners

WEEK FIVE

I. Introductory Activities

- Welcome Song: "Class Has Begun"
- Distribute Children's Book lesson plan copies
- Turn in Notebooks (I will place your graded Summary in your notebook. These notebooks will be returned to you next week.)

II. INTEGRATED UNIT PRESENTATIONS

WEBSITES

<http://educationcloset.com/>

The Education Closet: professional development for integrated and innovative teaching.

www.learner.com

Great website with videos of teachers integrating the arts in their classrooms.

<http://artsedge.kennedy-center.org/>

ARTSEDGE: Produced by The Kennedy Center for the Performing Arts. Has GREAT lesson plans that integrate arts with the four foundation areas.

<http://www.dana.org/news/artseducationinthenews/>

GREAT source for articles about brain research and the arts. The Dana Foundation is a government agency.

<http://mrsjonesroom.com/songs/alphlist.html>

This is an elementary teacher who uses music in her classroom. She includes lots of helpful links and songs you can use with your students!

<http://www.aep-arts.org/publications/index.htm>

Arts Education Partnership website. EXCELLENT source for good articles.

www.bigthought.org

Big Thought offers array of arts and culture-based programs for educators, parents, and children.

http://www.ilovethatteachingidea.com/ideas/subj_assessment.htm

I Love That Teaching Idea! Website with assessment ideas

<http://www.learner.org/resources/series165.html>

Annenberg Learner website: classroom resources across the curriculum. Articles, workshops, and more.

www.eduref.org

The Educator's Reference Desk website. Includes lesson plans!

www.uen.org

The Utah Education Network. Includes lesson plans!

www.singlish.com

Language learning through music and movement. Comprehensive teaching kits, great for ELL

<http://www.readwritethink.org/>

Read, Write, Think: International Reading Association website. Includes lesson plans!

<http://teacher.scholastic.com/products/instructor/index.htm>

Scholastic Books website.

<http://www.youtube.com/watch?v=UXkGzjeFH88&feature=related>

This is a video of a teacher who uses music in her classroom for teaching concepts.

There are several databases provided by the TAMU-C library. Go to the homepage and click "Current Students." Then click "library," then "databases," then "Fine/Performing Arts."