

**San José State University**  
**Department of Art & Art History**  
**ART39/ART139/CA139**  
**Advanced Multicultural Art for Young People**  
**(Teaching Diversity through Art), Section 01**  
**Fall 2017**

**Course and Contact Information**

<b>Instructor:</b>	Susan W. Trimingham
<b>Office Location:</b>	Art 321
<b>Telephone:</b>	(408) (924-4391)
<b>Email:</b>	<a href="mailto:Susan.trimingham@sjsu.edu">Susan.trimingham@sjsu.edu</a>
<b>Office Hours:</b>	Tuesday 3:00-4:00 pm
<b>Class Days/Time:</b>	TTH 12:00 to 2:50 PM
<b>Classroom:</b>	Art 203
<b>Prerequisites:</b>	Upper division standing or permission of instructor

**Course Format**

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

**Course Description**

This course will investigate the impact of cultural diversity within the 21<sup>st</sup> century classroom from preschool through high school and provide an opportunity to concentrate on why the arts matter through active learning. The course will focus on strategies for teaching the ideas of diversity through art. We will be using *The Visual and Performing Arts Framework for California Public Schools* and *Celebrating Pluralism* by Graham Chalmers as resource texts. We will survey the basic concepts of art, child growth and development in the field of art education through participatory experiences that reflect cross-cultural connections of the arts though ideas, needs and values found across boundaries of time and place. As crossing cultures is a dynamic, complex process where context is everything, students will deepen their understanding of culture and context in this course by exploring their subjective positioning through active collaboration.

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to:

- CLO 1** Discuss, report and write about crucial aspects of multicultural art education and how cultural values and biases affect teaching and learning.
- CLO 2** Design a lesson plan that creates and maintains effective learning environments for student's learning in art by providing engaging and relevant content.
- CLO 3** Design and implement a class presentation that demonstrates understanding of instructional planning and designing learning experiences for all students in art.
- CLO 4** Identify and describe one or more assessment techniques for looking at art with all students.
- CLO 5** Demonstrate development as a collaborative educator through participation in scheduled group presentations and a Group Lesson Plan.
- CLO 6** Demonstrate understanding of the visual arts in relation to history and culture. (Historical and Cultural Context) by producing lesson plans that include meaningful and inspiring multicultural content, and demonstrate thoughtful relationships and/or connections to the art project.
- CLO 7** Design a lesson plan that engages and supports all students in art learning by including appropriate differentiated activities.
- CLO 8** Write a final reflection paper that demonstrates the ability to reflect on, modify and improve a lesson plan.

## Required Texts/Readings

### Textbook

F. Graeme Chalmers, *Celebrating Pluralism, Art, Education, and Cultural Diversity*, the J. Paul Getty Trust, Los Angeles, California, 1996. (Used at [www.amazon.com](http://www.amazon.com), <http://www.abebooks.com/>, and <http://www.alibris.com/>) (Also available on Canvas for this course)

*Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve, 2004* (item #001592) @ \$19.95. You can order a copy at: <http://www.cde.ca.gov/re/pn/rc/index.asp> or download a copy at: <http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf> (Available at Amazon.com)

### Other Readings

Hetland, L., Winner, E., Veenema, S. & Sheridan, K. (2007). *Studio thinking: The real benefits of visual arts education*. New York and London: Teachers' College Press. (Available at Amazon.com)

Schulman, J.M. (2002). *Art from many hands, Multicultural art projects*. Worcester, Massachusetts, and U.S.A: Davis Publications, Inc. (Available at Amazon.com)

Achebe, C. (1994). *Things fall apart*. New York: Anchor Books a division of Random House.

### Other technology requirements / equipment / material

1. A small 3-ring binder for your journal
2. Apron or smock (optional)

### Library Liaison

Our library Liaison is Elisabeth Thomas. She can be reached via email at [elisabeth.thomas@sjsu.edu](mailto:elisabeth.thomas@sjsu.edu) and by phone at (408) 808-2007. Her office is located on the 4th floor of the King Library and she welcomes students to contact her with research questions. Art and Art History Library Resources are available online at: [libguides.sjsu.edu/Art](http://libguides.sjsu.edu/Art). All of the University Library Resources can be accessed at: [libguides.sjsu.edu/az.php](http://libguides.sjsu.edu/az.php)

## Course Requirements and Assignments

### 1) Engagement during class - 15% of grade

- Active listening and engagement in all class discussion and activities
- Evidence of effort, risk taking, and growth
- Evidence of critical thinking about the readings and projects, participation in group work that demonstrates the use of art in education
- Courtesy notification when not attending a class
- No texting during class

### 2) Reflections – Due Dates listed on schedule - 15% of grade

Your reflections will be a method for recording your observations from each class and will allow you to keep an ongoing record of your thoughts and feelings to reflectively analyze your growth personally and professionally. Write a short paper/reflection, **700-950 words**, double-spaced, font size 12, for each assigned class lesson (see list below), unless otherwise specified, in the assigned Reflection Format. Use the 3 specific “Reflection Prompts” handouts for formatting your Reflections, and the “Journal Reflection Checklist” for order placement in your journal. These handouts are available on **Canvas** in Files.

*What is Culture?, Ethnographic Cultural Collage, Celebrating Pluralism, Collaboration, Elements of Art & Principles of Design, Framework and Standards, Multiple Intelligences, Demonstration Lesson, Group Multicultural lessons (6), Final Project/Lesson Plan*

### 3) Class work – Due Dates listed on schedule – 40% of grade

Each lesson is essential to your growth in this course and will contribute to your understanding of teaching multi-cultural to art elementary and high school aged students. The following lessons will be graded, as they are essential to your learning:

<b>Ethnographic Cultural Collage</b>	<b>Due date:</b>	<b>see schedule</b>	<b>10 pts</b>
<b>Celebrating Pluralism Presentation</b>	<b>Due date:</b>	<b>see schedule</b>	<b>10 pts</b>
<b>Elements of Art Presentation</b>	<b>Due date:</b>	<b>see schedule</b>	<b>05 pts</b>
<b>Principles of Art Presentation</b>	<b>Due date:</b>	<b>see schedule</b>	<b>05 pts</b>
<b>Multi-Cultural Group Art Lesson</b>	<b>Due date:</b>	<b>see schedule</b>	<b>10 pts</b>

### 4) Individual Multicultural Lesson Plan w/Presentation - Due with Journal - 25% of grade

Final course project: you will create a lesson plan with one activity. You have the choice of using an existing lesson found through a museum, your text book, a children’s art internet site, an art education internet site, from an art curriculum text or related material or visual art subject you are interested in researching. Your presentation will count as **10%** of the total grade and the actual lesson plan will count as **15%**. You will hand in a Reflection on your Individual Lesson after your Presentation along with a **hard copy of your Lesson Plan in your journal**.

### 5) Journal Content-see Rubric – 5% of grade

- a. Table of Contents & 4 Tabs: [Notes, Artwork, Reflections, and Lesson Plan](#)

- b. Your observations/descriptions/notes from each class
- c. Relevant photos of your completed artwork for each lesson.
- d. 15 Reflections (see Reflection checklist)
- e. Individual Lesson Plan (revised per Presentation suggestions)

<b>Total number of points for Course</b>	<b>-60</b>	<b>60-69</b>	<b>70-79</b>	<b>80-89</b>	<b>90-100</b>
<b>Course Grade</b>	<b>F</b>	<b>D</b>	<b>C-, C, C+</b>	<b>B-, B, B+</b>	<b>A-, A, A+</b>

### **University Credit Hour Requirement**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Final Examination or Evaluation**

This course models current education practices and final grades are based on modes of evaluation, as appropriate, other than examination.

### **Grading Information (Required)**

Grading is based on cumulative work. Students are expected to attend all class meetings as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student.

### **Determination of Grades**

- Grading is based on cumulative work. See Course Requirements and Assignments for detailed information regarding grading. Rubrics and Scoring Guides are provided for each graded assignment in the Appendix.
- There is one Extra credit option, a museum visit. Information regarding completion of this assignment is in the Appendix of this syllabus on the last page.
- List of the percentage weight assigned to various class assignments is detailed in Course Requirements and Assignments.
- Penalty for late or missed work will be loss of those grade points.

### **Classroom Protocol**

Teaching Diversity through Art is a participatory course that leads students through a series of art exercises developing skills in a sequential comprehensive manner. Each lesson builds on the previous lesson. For this reason it is very important to attend each class. Arriving on time is essential for the development of the lesson.

You will be expected to complete readings and assignments in advance of class sessions and to attend all class sessions. You will also be expected to practice professional, collegial behaviors—to be collaborative rather than competitive, to develop your skills as an attentive listener to the presentations of others, and, generally, to be respectful and helpful.

### **University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

### **Art & Art History Majors**

For information about majors and minors in Art & Art History, for change of major/minor forms and a list of advisors: <http://www.sjsu.edu/art/> or the Art & Art History department office in ART 116, 408-924-4320, [art@sjsu.edu](mailto:art@sjsu.edu)

**ARED 139/Art 39/CA 139 – Teaching Diversity through Art  
Fall 2017  
Course Schedule**

*(This schedule is subject to change with advance notice made during class)*

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25	A word about grading. Review Syllabus. “What is Multicultural Art Education?” Safe classroom. <i>Assignment: Write a definition of “Culture” w/out using Wikipedia. Ask 3 other people to define “Culture”. Review and edit if necessary your first definition.</i> <i>*Purchase: Celebrating Pluralism and VAPA CA Framework</i>
1	8/30	Introductions. Share definitions of Culture through Haiku. Culture questions. What is the relationship between visual arts and culture? Group Painting. Review Artistic Process. Course definition of “culture,” Hidalgo’s 3 levels of culture, & mix-up Pair-Share for List Poem. <b>Wade Davis: The worldwide web of belief and ritual</b> <i>Assignment/Listen &amp; Write: TED Talks-Wade Davis: Dreams from endangered cultures—One-minute essay</i> <i>Assignment/Listen: TED Talks-“Metaphor”</i>
2	9/1	Review last lesson through <b>Spoken Word</b> . American Values photos. Visualization exercise. “What is your story?” Introduce autobiographical collage through handout and real work. Backpack collages. Worksheets “Messages from Designs”—REVISE collages—Gallery walk--“ <b>I Am...</b> ” poems. <i>Assignment/Research &amp; Listen: TED Talks-Chimamanda Adiche</i>
2	9/6	Discuss TED talks. Review metaphors. Culture Questions, Multicultural Approaches---brainstorm visual figures of speech/metaphors--Metaphors inform collages. Class discussion re: Multicultural Education. Partner interviews/Culture Quiz Planning a Collage. <i>Review Rubric for Collage &amp; Two Voice Poem.</i> <b>Begin Collage work.</b> <i>Assignment: Research “Culture Shock”</i>
3	9/8	Review “Culture Shock” in small groups/anecdotes. Record key words. Large group share-out--anecdotes. Class poem about culture shock. <b>Continue Collage work.</b>

		<b>Assignment: Research “Ethnic Stereotypes” &amp; “Ethnography. Listen to TED Talk: Why Do We Create Stereotypes?”</b>
3	9/13	<u>Collage due</u> Review “Ethnic Stereotypes” & “Ethnography”. <i>Review Collage Rubric Presentations</i> . Pair-share collage presentation practice—pairs write <b>Two Voices Poem</b> (using Artistic Process). <b>Begin Collage/Poem Presentations w/partners.</b>
4	9/15	<b>Continue Collage presentations.</b> Extract Common Values from collages. Deconstruct Collage Unit. <b>Review Reflection Format</b> <b>Assign Celebrating Pluralism chapter groups</b> (1, 2, 3, 4A, 4B, 5) and distribute <i>CP</i> posters. All students read Foreword. Handout Guidelines for Collaboration, <i>Celebrating Pluralism</i> Rubric, <i>CP Collaboration Rubric</i> <b>Assignment: Culture Reflection</b> —review Reflection Format & Academic Language
4	9/20	<u>Culture Reflection due</u> <b>Continue Collage presentations</b> Chapter Groups meet and choose Recorder and Facilitator—Review <i>Rubric for Celebrating Pluralism presentations</i> , <i>Guidelines for Collaboration</i> , <i>Rubric for Celebrating Pluralism Collaboration</i> —read <i>CP</i> Foreword as class. Read assigned chapter in class <b>Provide evidence of assignments for Chapter before exiting class.</b>
5	9/22	Work on visuals for <i>Celebrating Pluralism</i> and presentations. Review with instructor. <b>Assignment: Collage Reflection</b>
5	9/27	<u>Collage Reflection due</u> <b>Chapter Presentations.</b> Class provides constructive comments for each presentation. Regroup Chapter groups and recall comments. What did you do best? Write a <b>Question Poem</b> reflecting your chapter. <b>Assignment: Collaboration Reflection</b>
6	9/29	<u>Collaboration Reflection due</u> <b>New groups.</b> Appoint a Recorder. Pass out Chapter 6 of <i>CP</i> . After reading 6 discuss how your understanding of teaching Multicultural Art has changed? <b>Haiku</b> Poems of Chapter 6 with your groups—share out. <b>Assignment: Celebrating Pluralism Reflection</b>

6	10/4	<p><u><a href="#">Celebrating Pluralism Reflection due</a></u>  Multiple Intelligence Quiz—Discuss Multiple Intelligences and how they facilitate “many ways of knowing” for diverse cultures. Warm-ups for performance using staging techniques. Break into MI groups using <b>Multiple Questions for MIs</b> to develop “Wedding Event” tableau/pantomime. <b>Groups present</b> “Wedding”--Family Portraits. Share individual experiences of Dominant MI. Deconstruct MI lesson. Museum Movement video. Be a painting/Museum Movement.</p>
7	10/6	<p><u><a href="#">Multiple Intelligences Reflection due</a></u>  Review MIs. Another Tableau/skit (Picnic, Vacation, Sports, Birthday). How did it feel to work with similar intelligences? <i>Review Rubric for Elements Presentations.</i> <a href="#">Assign Elements groups</a> and groups begin work on presentations. <b>Elements Presentations.</b> Finding Elements in works of art and the environment. Elements Questions.</p>
7	10/11	<p><i>Review Rubric for Principles Presentations.</i> <a href="#">Assign Principles groups.</a> <b>Principles Presentations.</b> Reading Art using Elements and Principles of Design. 1-minute essays.  <b>Assignment: Read pp. 2-19 in VAPA Framework--Bring VAPA Framework to next class. Preview Framework PowerPoint.</b></p>
8	10/13	<p><u><a href="#">Elements &amp; Principles Reflection due</a></u>  Framework PowerPoint--Explore <b>Framework, Strands and Standards &amp; Framework Questions.</b> <a href="#">Assign VAPA Strands for presentation</a>--remind groups to use art to enhance meaning for the audience and to think about differentiation. <b>VAPA Strands Presentations.</b> Each Strand group writes a Question poem about their strand.</p>
8	10/18	<p><u><a href="#">Framework &amp; Standards Reflection due</a></u>  <b>DEMONSTRATION MULTICULTURAL VISUAL ARTS LESSON</b>  <b>Assignment: Listen to TED Talk: What’s the difference between Art and Craft? Hand</b>  <b>Assignment:</b>  <a href="https://www.theartofed.com/2014/04/10/how-to-teach-culture-with-integrity-in-the-art-room/">https://www.theartofed.com/2014/04/10/how-to-teach-culture-with-integrity-in-the-art-room/</a></p>
9	10/20	<p><u><a href="#">Demonstration Lesson Reflection due</a></u>  <b>Why is “Why?” important?</b> What is scaffolding? How does that help your students learn? Review Hidalgo’s levels of culture. <a href="#">Assign groups for multi-cultural lessons by lottery</a>—Assign geographic area (Pacific Islands/Caribbean/Australia, Africa, Native America, Latin America, Middle East, Asia)--Begin group work. Start with Framework.</p>



		<b>REVIEW:</b> Group Lesson Rubric, Lesson Plan Format, Multicultural Websites, 15 Questions, Moth Radio, Group Lesson Approach, Group Lesson Checklist <b>ASSIGNMENT: Moth Radio group report for your geographic area</b>
9	10/25	Work in groups to design lesson plan for one multicultural lesson (refer to Group Lesson Checklist & other handouts). Check-in with Teacher
10	10/27	Work in groups to design lesson plan for one multicultural lesson (refer to Group Lesson Checklist & other handouts). Check-in with Teacher
10	11/1	<b>Group lesson Plan demonstrations.</b> Group critique and deconstruction
11	11/3	<b>Group lesson Plan demonstrations.</b> Group critique and deconstruction
11	11/8	<b>Group lesson Plan demonstrations.</b> Group critique and deconstruction <b>Assignment: Research Summative and Formative Assessments.</b>
12	11/10	Review Lesson Plan Format and Lesson Plan Rubric. Discuss Formative and Summative Assessments. Design assessments for the Group Lesson Plans. <b>Sign up for Individual Lesson Plan Presentation times through lottery.</b> Begin work on Individual Lesson Plan <b>Assignment: email revised Group Lesson Plans</b>
12	11/15	Continue work on Individual Lesson Plans in class <b>Assignment: Individual Lesson Plan Reflection, due at presentation</b>
13	11/17	<b>Individual Lesson Presentations</b> & constructive feedback.
13	11/22	<b>Individual Lesson Presentations</b> & constructive feedback.
14	11/24	<b>THANKSGIVING</b>
14	11/29	<b>Individual Lesson Presentations</b> & constructive feedback. <b>Habits of Mind Exercise—share poems or paragraphs--will be graded by participation. Review Journal Content Rubric.</b> <b>Assignment: Bring completed journals to class next time. Journals should</b>

		include: all 15 reflections (including <u>your own Individual Lesson Plan Reflection</u> ), observations and notes (typed and/or hand-written) from each class, relevant artwork images, <u>and</u> your Individual Lesson Plan. Journal should be clearly organized with a recognizable system including a <u>Table of Contents</u> and 4 Tabs: REFLECTIONS, NOTES, ARTWORK, LESSON PLAN
15	12/1	<b>JOURNALS DUE</b> Looking at Art. ORID, Visual Thinking Strategies, & Visual Literacy.
15	12/6	Fishbowl Inquiry - review of course. <b>Group painting/reflection</b>
16	12/8	<b>Last class meeting</b> <b>JOURNALS RETURNED</b>
<b>Final Exam</b>	<b>TBD</b>	

# APPENDIX

## RUBRIC FOR CLASS ENGAGEMENT

### 15 POINTS

	<b>PROFICIENT</b> 0-2 pts	<b>ACCOMPLISHED</b> 3 pts	<b>ADVANCED</b> 4-5 pts
<b>DISCUSSIONS</b>	<ul style="list-style-type: none"> <li>• Unable to demonstrate lesson subject knowledge</li> <li>• Asks questions to further discussion only when called on</li> <li>• Unable to draw connections and applications from previous lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates evidence of lesson subject knowledge in group discussions</li> <li>• Asks some questions to further discussion</li> <li>• At times draws connections and applications from previous lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates evidence of lesson subject knowledge when called on in class</li> <li>• Asks key questions to further discussion</li> <li>• Draws connections and applications from previous lessons.</li> </ul>
<b>GENERAL</b>	<ul style="list-style-type: none"> <li>• Often late</li> <li>• Some absences, incomplete make up work</li> <li>• Often not on task/distracted listening</li> <li>• Reflections not turned in</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly on time</li> <li>• Some absences, but made up work afterwards</li> <li>• Usually on task/active listening</li> <li>• Reflections not turned in on time</li> </ul>	<ul style="list-style-type: none"> <li>• Always on time</li> <li>• No absences or communicated ahead/did extra work</li> <li>• Always on task/active listening</li> <li>• Reflections turned in on time</li> <li>• Unique &amp; constructive perspectives are shared in the reflections</li> </ul>

	<ul style="list-style-type: none"> <li>• Reflections do not demonstrate critical thinking</li> <li>• Frequently uses cell phone to text during class</li> <li>• Never offers help</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections demonstrate critical thinking</li> <li>• Does not use cell phone to text during class.</li> <li>• Somewhat helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use cell phone to text during class.</li> <li>• Very helpful</li> </ul>
<b>COLLABORATION</b>	<ul style="list-style-type: none"> <li>• Work through aspects of the projects is uncooperative</li> <li>• Inadequately contributes to planning and research in group work</li> <li>• Provides little to no support or feedback to group members</li> </ul>	<ul style="list-style-type: none"> <li>• Works through aspects of the projects cooperatively</li> <li>• Planning and research are mostly timely &amp; relevant</li> <li>• Provides &amp; responds to constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtfully cooperates to work through all aspects of the projects</li> <li>• Planning and research are timely &amp; relevant</li> <li>• Provides, responds to, &amp; incorporates constructive criticism</li> </ul>

## STANDARD REFLECTION FORMAT

Thinking and talking about your learning process

**30% of any writing is based on:**

**QUALITY OF GRAMMAR & USE OF ACADEMIC LANGUAGE**

700-950 words--double-spaced—3 paragraphs--size 12 font

### 1st PARAGRAPH

#### CHOOSE ONE PROMPT

1. Describe or list the activities of the lesson and your participation.
2. Summarize what you learned during the lesson.

### 2nd PARAGRAPH

**CHOOSE THREE PROMPTS THAT WILL ALLOW YOU  
TO WRITE ABOUT WHAT YOU LEARNED/THE CONNECTIONS YOU HAVE MADE**

3. Consider what you discovered about yourself as a person and/or an artist through this lesson.
4. Explain what was an “Ah-ha” moment for you and “Why?”
5. How has your perspective of the world changed?
6. How has your knowledge of other cultures grown through this lesson?
7. Using your prior knowledge Compare/Contrast what you learned in this lesson with what you already know from other courses, your community, your life experience, your friends, and/or current events

**3rd PARAGRAPH**

**CHOOSE ONE PROMPT AND EMPHASIZE APPLICATIONS**

8. Evaluate the lesson’s relevance in regards to your goals.
9. Imagine what you might do differently if you had been teaching the lesson, and provide Context: grade level, socio-economic status, special needs, etc.

**15 REFLECTIONS CHECKLIST  
15 POINTS**

YES, but... .5 POINTS	YES 1 POINT		
		1	<b>What is culture?</b>
		2	<b>Ethnographic Cultural Collage (with image)</b>
		3	<b>Collaboration Process * (Different Format)</b>
		4	<b>Celebrating Pluralism Presentation</b> (Reflection is based on all chapter presentations)
		5	<b>Multiple Intelligences</b>

		6	Elements & Principles Presentations
		7	Framework and Standards
		8	Demonstration Lesson
		9	<u>Pacific Islands/Caribbean/Australia</u> Multi-cultural Lesson
		10	<u>Africa</u> Multi-cultural Lesson
		11	<u>Native America</u> Multi-cultural Lesson
		12	<u>Latin America</u> Multi-cultural Lesson
		13	<u>Middle East</u> Multi-cultural Lesson
		14	<u>Asia</u> Multi-cultural Lesson
		15	Your Individual Multi-cultural Lesson Plan * (Different Format)
		16	Museum Reflection – EXTRA CREDIT

**ETHNOGRAPHIC CULTURAL COLLAGE - 10 POINTS**

1<sup>st</sup>

**part - REFLECTIVE ART PIECE  
4 POINTS**

	The collage showcases the ethnographic cultural influences of the artist
	The collage uses visual art as a means to represent and reflect on ethnographic cultural influences

	The collage demonstrate the levels of impact of ethnographic cultural influences by giving prominence to those that are most influential
	The collage gives artistic representation to how these ethnographic cultural influences and lenses shaped the artist

**2<sup>nd</sup> part - PRESENTATION OF THE ART PIECE USING THE ARTISTIC PROCESS**

(ENVISION—PLAN—RESEARCH—CREATE--EVALUATE--REVISE--ENVISION)

**6 POINTS**

	Articulation of <u>vision through the cultural influences</u>
	Description of <u>planning &amp; research process</u>
	Description of artist's <u>creative process</u>
	Provision of information regarding artist's <u>evaluation/revision process</u>
	Description of how artist <u>may or may not use this project</u> with students
	Creates and presents a 2-Voice Poem with another student that reflects their similarities

**CELEBRATING PLURALISM CHAPTERS**

**10 POINTS**

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Each category is worth 2 points

<b>2 PTS</b>	



	<p><b>1)</b> The group presentation <u>creatively</u> informs others through <b>3</b> key concepts from assigned chapter that summarize the chapter's intent in an engaging and artistic manner, and connect to the open-ended questions.</p>
	<p><b>2)</b> The group introduces <b>3</b> open-ended questions (in a visual format) that connect to the 3 key concepts, expand understanding of the chapter and <u>could</u> inspire deeper discussion.</p>
	<p><b>3)</b> The group creates meaningful and engaging artwork(s) (collage, posters, photographs, or drawings) that visually represents the <u>key concepts</u> (see #1) from the assigned chapter. The group uses the artwork to <u>enhance</u> understanding.</p>
	<p><b>4)</b> The group provides <b>1</b> significant quote taken from the chapter text that demonstrates understanding of the assigned chapter.</p>
	<p><b>5)</b> The group integrates poetry and/or spoken word into a presentation that furthers understanding of their chapter.</p>

Each group will present one of five chapters from *Celebrating Pluralism*. Each group is allowed 10-15 minutes to **thoroughly** and succinctly communicate their assigned chapter's information through a **CREATIVE** representation that includes all points covered in the Rubric.

## COLLABORATION REFLECTION

### For Group Work in Class

One page, double-spaced, size 12 font

COLLABORATION IS THE 3<sup>RD</sup> IDEA

**ANSWER ALL SENTENCE STEMS FOR THIS REFLECTION**

### **1st PARAGRAPH**

- 1. When working with my group I learned that...**
- 2. I collaborated effectively when I...**

### **2nd PARAGRAPH**

- 3. The hardest part for me was...**
  - 4. The way our project grew out of original thinking was...**
  - 5. How our plan for the project unfolded was...**
- 5. I collaborated effectively with others when I...**
  - 6. My colleagues on this project helped me realize that...**

### **3rd PARAGRAPH**

- 6. I helped my group create an A+ presentation by (list)....**
- 7. My most important contribution to the group was....**

## **ELEMENTS OF ART PRESENTATION 5 POINTS**

# CONSIDERATIONS FOR THE GROUP PRESENTATION

EACH CATEGORY IS WORTH 1 POINT – 10 minutes

	1) The group uses Spoken Word techniques to present the <u>definition</u> of their Element of Art. Use the <u>definition</u> from the HANDOUT.
	2) The group presentation informs others through 3-4 key concepts for assigned Element of Art from the Information posters.
	3) The group selects and displays appropriate Western and Non-Western art posters to illustrate assigned Element of Art. The group uses the posters to enhance understanding during the presentation.
	4) The group expands understanding of their assigned Element of Art by identifying similarities between the selected Western and Non-Western art posters.
	5) The group creates a Haiku or a Question Poem that summarizes their understanding of the assigned Element of Art.

**All members of the group participate in the presentation.** Each group will present one of the seven Elements of Art. Each group is allowed **10 minutes** to thoroughly communicate their information through a creative representation that includes all points covered in the Rubric, and to answer questions from the class.

## PRINCIPLES OF ART PRESENTATION

# 5 POINTS

## CONSIDERATIONS FOR THE GROUP PRESENTATION

EACH CATEGORY IS WORTH 1 POINT- 10 minutes

	<p>1) The group uses Spoken Word techniques to present the <u>definition</u> of their Principle of Design. Use the <u>definition</u> from the HANDOUT.</p>
	<p>2) The group presentation informs others through 3-4 key concepts for assigned Principle of Design from the Information posters.</p>
	<p>3) The group selects and displays appropriate Western and Non-Western art posters to illustrate assigned Principle of Design. The group uses the posters to enhance understanding during the presentation.</p>
	<p>4) The group expands understanding of their assigned Principle of Design by identifying similarities between the selected Western and Non-Western art posters.</p>
	<p>5) The group creates a Haiku or a Question Poem that summarizes their understanding of the assigned Principle of Design.</p>

**All members of the group participate in the presentation.** Each group will present one of the seven Principles of Design. Each group is allowed **10 minutes** to thoroughly communicate their information through a creative representation that includes all points covered in the Rubric, and to answer questions from the class.

**GROUP PRESENTATION MULTICULTURAL ART LESSON  
10 POINTS POSSIBLE**

<b>.5</b>	<b>1</b>	<b>2</b>	<b>PRESENT A HARD COPY OF YOUR GROUP LESSON PLAN TO THE INSTRUCTOR AT THE BEGINNING OF THE LESSON AND A COPY OF THIS RUBRIC WITH YOUR NAME.</b>
			1) The lesson task was organized, engaging, and included a project demonstration.
			2) All members of the group participated in <u>Planning</u> and <u>Presenting</u> .
			3) Visual aids were used to enhance the presentation. Grade level and standard written on the White Board.
			4) The lesson included <b>MEANINGFUL</b> and inspiring multicultural content, and demonstrated thoughtful relationships and/or connections to the art project.
			5) The lesson provided opportunities for the class to reflect on the multicultural objectives.

**6 & 7 WILL FUNCTION ONLY AS MINUS POINTS**

<b>-2</b>	<b>-0</b>	<b>6) After presentation group demonstrated ability to evaluate and make adjustments to their lesson plan.</b>
<b>-2</b>	<b>-0</b>	<b>7) Revised Lesson Plan sent on time, after the Formative Assessment Lesson.</b>

Each group will present a multicultural art lesson to the whole class. Each lesson will be 60 to 75 minutes long. Please check the Group Lesson Plan Peer Checklist for guidelines regarding the quality of lesson expected.

**INDIVIDUAL LESSON PLAN RUBRIC**  
**(Include Lesson Plan in your Journal)**  
**15 POINTS**

ASSIGNMENT COMPONENT	PROFICIENT 1 POINT	ACCOMPLISHED 1.5 POINTS	ADVANCED 2.5 POINTS
Develop a scaffolded (logically sequenced) lesson plan that draws on <b>VAPA Standards</b> and is designed to advance the student's level of content knowledge.	<ul style="list-style-type: none"> <li>•Lesson plan lacks scaffolding and fails to include the role of the <b>VAPA Standards</b>.</li> <li>•Lacks any design to advance the students' level of content knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>•Lesson Plan includes scaffolding that draws on <b>VAPA Standards</b>.</li> <li>•Lesson Plan is designed to advance the students' level of content knowledge.</li> </ul>	Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a scaffolded lesson that draws on <b>VAPA Standards</b> designed to advance the students' level of content knowledge.
Develop a lesson plan that includes <b>multicultural content supported by research</b> and designed to advance the student's content knowledge.	Lesson plan lacks <b>multicultural content</b> lacks relevance, nor are there goals that address advancing knowledge.	Lesson Plan includes <b>multicultural content supported by research</b> that is designed to advance the students' level of knowledge.	Lesson Plan <b>clearly includes multicultural content supported by research</b> designed to advance the students' level of knowledge and addresses <b>core values</b> .
Develop a lesson plan that includes <b>relevant arts-based goals and activities</b> designed to advance the student's content knowledge.	Lesson plan lacks <b>arts-based goals and activities</b> and does not advance student learning.	Lesson Plan includes <b>relevant arts-based goals and activities</b> designed to advance student learning.	Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development a lesson plan that clearly includes <b>relevant arts-based goals and activities</b> designed to advance student learning.

<p><b>Design a lesson plan that includes Informal and Formal assessments.</b></p>	<p><b>Assessments not included in the lesson plan</b></p>	<p><b>Lesson includes Informal and Formal assessments.</b></p>	<p>Demonstrates an <b>exceptional understanding</b> of developing both Informal and Formal assessments that will assist in making informed decisions about future instruction.</p>
<p><b>Design a lesson plan that fosters learning and creates a safe, respectful, inclusive and culturally responsive learning environment using the Multiple Intelligences.</b></p>	<p>Lesson plan fails to contain activities that <b>foster learning</b> and/or create a safe, respectful, inclusive and culturally responsive learning environment. Multiple Intelligences not addressed.</p>	<p>Lesson plan <b>fosters learning</b> and creates a safe, respectful, inclusive and culturally responsive learning environment using the Multiple Intelligences.</p>	<p>Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a lesson plan that <b>fosters learning</b>, creates a safe, respectful, inclusive and culturally responsive learning environment that includes using the Multiple Intelligences.</p>
<p>Design a lesson plan that is supported by cultural research and includes at least 5 resources. Only 2 of those resources can be from the internet.</p>	<p>Design a lesson plan that is:  <ul style="list-style-type: none"> <li>•Unsupported by cultural research,</li> <li>•Or only uses resources from the internet,</li> <li>•Or lists less than 5 resources.</li> </ul> </p>	<p>Design a lesson plan that is supported by cultural research and includes at least 5 resources. Only 2 of those resources can be from the internet.</p>	<p>Design a lesson plan that is supported by cultural research and includes more than 5 resources. Only 2 of those resources can be from the internet.</p>

## LESSON PLAN PRESENTATION RUBRIC 10 POINTS

ASSIGNMENT COMPONENT	PROFICIENT .5 POINTS	ADVANCED 1 POINT
Design a presentation that includes choice of grade level, VAPA standard, and ethnographic area.	Presentation does not include choice of grade level, VAPA standard, or ethnographic area.	Presentation includes choice of grade level, VAPA standard, and ethnographic area.
Design a presentation with a descriptive overview of the lesson that includes the goals for this lesson.	Presentation does not provide a descriptive overview of the lesson that includes the goals for this lesson.	Presentation provides a descriptive overview of the lesson that includes the goals for this lesson.
Design a presentation that explains how the multicultural objective and goals connect to the arts project and standard.	Presentation does not explain how the multicultural objective and goals connect to the arts project and standard.	Presentation explains how the multicultural objective and the goals connect to the arts project and standard
Design a presentation that includes examples of all Visual Aids used.	Presentation does not include examples of Visual Aids.	Presentation includes examples of all Visual Aids used during the lesson.
Design a presentation that includes an example of the lesson's art project and a brief description of how to create it.	Presentation does not include an example of the lesson's art project, <b>and/or</b> does not include	Presentation includes an example of the lesson's art project and a brief description of how to create it.



	a brief description of how to create it.	
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Design a presentation that includes a list of materials needed to create the art project.	Presentation does not include a list of materials needed to create the art project.	Presentation includes a list of materials needed to create the art project.
Design a presentation that includes a list of the art vocabulary words introduced in the lesson.	Presentation does not include a list of the art vocabulary words introduced in the lesson.	Presentation includes a list of the art vocabulary words introduced in the lesson.
Design a presentation that includes considerations for all the Multiple Intelligences.	Presentation does not include considerations for all the Multiple Intelligences.	Presentation includes considerations for all the Multiple Intelligences.
Design a presentation that includes an organized summary of the learning sequence.	Presentation does not include an organized summary of the learning sequence.	Presentation includes an organized summary of the learning sequence.
Design a presentation that includes a reflection on the development of your lesson through the <i>Artistic Process</i> stages of Inspiration and Revision.	Presentation does not include a reflection on the development of your lesson through the <i>Artistic Process</i> stages of Inspiration and Revision.	Presentation includes a reflection on the development of your lesson through the <i>Artistic Process</i> stages of Inspiration and Revision.

Use this rubric to guide your presentation. You will have 10-15 minutes to present your lesson plan to the class. At the end of your presentation the class will provide you with feedback regarding revisions to your lesson plan. Use those suggestions to revise the hard copy of your final lesson plan that you include in your Journal.

## **INDIVIDUAL LESSON PLAN REFLECTION FORMAT**

**This Reflection offers you the opportunity to assess your Individual  
Lesson Plan after feedback**

**5 paragraphs--900 to 1000 words--double-spaced—size 12 Font**

### 1st PARAGRAPH

1. Explain how your lesson plan activities increased understanding of your Teaching Goals.

### 2nd PARAGRAPH

2. Describe how you monitored student learning during the lesson. How did you use Informal Assessments to make adjustments during the lesson?

### 3rd PARAGRAPH

3. Describe how you created a positive and safe learning environment. How did you include every student?

### 4th PARAGRAPH

4. Self-Assess: What strategies were successful? What strategies were not successful?

### 5th PARAGRAPH

5. Describe how you used your peer's feedback to make changes? Explain why these changes will make your lesson plan more effective. What did you change in your lesson plan and why?

## WHAT TO INCLUDE IN YOUR JOURNAL

ALL ENTRIES IN YOUR JOURNAL NEED TO BE CLEARLY IDENTIFIED AND ORGANIZED WITH A SYSTEM OF YOUR CHOICE, I.E., TABS, COLOR CODES, INDEX, OR DIVIDERS THAT I WILL EASILY UNDERSTAND. PUT YOUR NAME ON THE FRONT AND INCLUDE A WAY TO CONTACT YOU.

**1. Your observations/descriptions of each class (a paragraph) you can use your hand-written notes.**

**2. Photos of your completed artwork for relevant lessons**

Backpack Collage, Collage, Demo art project, your Group Lesson art project, your Individual Lesson Plan art project

**3. Reflections (15)**

Write a short paper, **700-950 words**, double-spaced, font size 12, for each assigned Reflection (except for Special Formats). Refer to the “Reflection Prompts” handouts for formatting and the “Journal Reflection Checklist” for a list of Reflections. These handouts are also available on **Canvas** in Files.

- 1 **What is Culture?**
- 2 **Cultural Heritage Self-Portrait Collage**
- 3 **Celebrating Pluralism**
- 4 **Collaboration Process-Special Format**
- 5 **Elements of Art & Principles of Design**
- 6 **Framework and Standards**
- 7 **Multiple Intelligences**
- 8 **Demo Lesson, One Orchid**
- 9-14 **6 Group Multicultural lessons (which includes your own group)**
- 15 **Your Individual Lesson Plan-Special Format**
- \* **Museum Reflection (extra credit)**

**4. Your Revised Individual Lesson Plan**

## **JOURNAL CONTENT RUBRIC- 5 POINTS**

**(Include an email address or phone number so that I can contact you if there is a problem with your journal.)**

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	<b>NOVICE 0 Points</b>	<b>PROFICIENT .5 Points</b>	<b>ACCOMPLISHED 1 Point</b>
Journal includes all 15 reflections as listed on the Reflection Checklist	Journal does not include all required reflections	Journal includes all 15 reflections as listed on the Reflection Checklist	Journal includes all 15 reflections as listed on the Reflection Checklist Reflections are detailed and insightful
Journal includes observations and notes from each class.	Journal includes only some observations and notes from each class	Journal includes observations and notes from each class.	Journal includes observations and <u>in-depth</u> notes from each class
Journal includes your Individual Lesson Plan	Journal does not include Individual Lesson Plan	Journal includes your Individual Lesson Plan	Journal includes your revised Individual Lesson Plan with adjustments from the class presentation
Journal includes relevant artwork through digital images/photos.	Journal does not include artwork through digital images/photos	Journal includes relevant artwork through digital images/photos	Journal includes all relevant artwork through digital images/photos organized in chronological order
Journal is clearly organized with a recognizable system and your name on the front.	Journal is not clearly organized with a recognizable system.	Journal is clearly organized with a recognizable system and your name on the front.	Journal is clearly organized with a recognizable system, a Table of Contents and your name on the front.

## Museum Exercise – Reflection

**It is best to do this with a partner, but you may also do it alone.  
Adjust accordingly to the directions.**

**Write a 1-2 page, double-spaced, 1-inch margins, 12pt. font paper documenting your responses to the Reflection Questions and Step 3.**

Choose from:

**San Jose Museum of Art, Triton Museum of Art, de Young Museum, Legion of Honor, Asian Art Museum, Cantor Art Museum, Monterey Museum of Art, Oakland Museum, or the Santa Cruz Museum of Art**

### **STEP 1:**

Take a tour of the museum (either guided or self-directed, but preferably guided). Read any interpretive signs, labels, photographs, etc. Take turns responding to the questions.

### **STEP 2:**

Work with your partner and use the guiding questions in the text box to discuss the exhibit. Take turns answering about what you see and what you don't see.

#### **REFLECTION QUESTIONS**

1. **Describe:** What do you notice? What do you see? What is the main story being represented?
2. **Interpret:** Whose perspective is represented in the story? Who is presenting the perspectives? Who writes the story? Who tells the story?
3. **Imagine:** Who is missing from the narrative? What/whose objects are not represented? Whose perspectives are missing?

### **STEP 3 (choose 1):**

- Imagine you can create an exhibit. What kinds of objects, resources, artifacts and/or stories might you include in your exhibit? How might you organize them?
- Consider an Art Educational exhibit that is relevant to you.
- If you were curating an exhibit about that educational topic, what kinds of artifacts, stories, and resources might you include? Make a list or set of images that might present your plans for your exhibit.