

**San José State University  
Department of Art & Art History  
ART39/ART139/CA139  
Advanced Multicultural Art for Young People  
Spring 2017**

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<b>Office Hours:</b>	Monday 3:00 - 4:30
<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 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 understanding 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 the ideas, needs and values found across boundaries of time and place. As crossing cultures is a dynamic, complex process where context is fundamental, students will deepen their understanding of culture and context in this course by exploring their subjective positioning through active collaboration.

## **Course Goals and Student Learning Objectives**

*In Teacher Education:*

- Students will learn how to engage and support all children in art

- learning.
- Students will learn how to create and maintain effective learning environments for children’s learning in art.
- Students will understand and be able to organize elementary art content for teaching.
- Students will engage in instructional planning and design learning experiences for all children in art.
- Students will assess children’s learning in art.
- Students will develop as a professional educator.

*In Art Education:*

- Students will process, analyze and respond to sensory information through the language and skills unique to the visual arts (Visual Perception)
- Students will apply artistic processes and skills to communicate meaning and intent. (Creative Expression)
- Students will understand the visual arts in relation to history and culture. (Historical and Cultural Backgrounds)
- Students will analyze, assess and derive meaning from works of art. (Aesthetic Valuing)
- Students will connect and apply what is learned visual art to other art forms and subject areas. (Connections)

## Required Texts/Readings

### Required Texts:

1. 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)

2. *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)

### Optional Texts & Suggested Reading:

3. 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)

4. Schulman, J.M. (2002). *Art from many hands, Multicultural art projects*. Worcester, Massachusetts, and U.S.A: Davis Publications, Inc. (**Available at Amazon.com**)
5. Achebe, C. (1994). *Things fall apart*. New York: Anchor Books a division of Random House.

### **Other equipment/material requirements**

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

Bring a smock or work apron if you need to keep your clothes clean. We use material safe for children but you may want to cover your hands with latex or vinyl gloves, which can be purchased at hardware stores or online.

### **Library Liaison**

Our library Liaison is Rebecca Kohn. She can be reached via email at [Rebecca.Kohn@sjsu.edu](mailto:Rebecca.Kohn@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)  
Art Education Resources: <http://libguides.sjsu.edu/arteducation>

### **Assignments and Grading**

#### **Course Assignments:**

#### ***Engagement, Reflections, Journal, Class-work, Individual Lesson Plan***

##### **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 visual art in education
- Courtesy notification when not attending a class
- No texting during class

##### **2) Reflections - 15% of grade**

Write a short paper/reflection, **700 to 950 words**, double spaced, font size 12, for each assigned class lesson (see list below). Incorporate your thoughts on the artistic process, what you will use for future lesson planning, what you will not use in future lesson planning, anything that was surprising. Refer to the “Reflection Prompts” and “Journal Reflection Checklist” handouts for

formatting and order placement in your journal. These handouts are also 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 current schedule – 40% of grade**

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

<b>Ethnographic Cultural Collage &amp; Presentation</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 & Presentation - 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%**. **Include a hard copy of your Lesson Plan in your journal.**

### **5) Journal - 5% of grade**

Your portfolio journal 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. You can write, draw, or document through photographs the points of reference to document your new learning. To receive full credit each journal must include:

- a. Your name on the front of the binder /Table of Contents & 4 Tabs: **Notes, Artwork, Reflections, Lesson Plan**
- b. Your observations/descriptions/notes from each class
- c. Relevant photos of your completed artwork for each lesson.
- d. All 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>

## 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.

If you bring laptops and/or cell phones, they need to be used for class-work only. You will be asked to put them away if they interfere with your participation in the lesson.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/).

The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.drc.sjsu.edu/aec> to establish a record of their disability.

## **Student Technology Resources (Optional)**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center (Optional)**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at <http://www.sjsu.edu/larc/>.

## **SJSU Writing Center (Optional)**

The SJSU Writing Center is located in Room 126 in Clark Hall. The Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## **Peer Mentor Center (Optional)**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>. Art 139, Section 1, Spring 2013 Page 7 of 8

## 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 - Multicultural Art for Young People Spring 2017 Course Schedule

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

Lesson	Date	Topics, Readings, Assignments, Deadlines
<b>1<sup>st</sup> meeting</b>	<b>1/26</b>	<p>A word about grading. Review Syllabus. “What is Multicultural Art Education?”</p> <p><i>Assignment: Write a definition of “Culture” <b>w/out using Wikipedia</b>. Ask 3 other people to define “Culture”. Review and edit if necessary your first definition.</i></p> <p><i>*Purchase: <b>Celebrating Pluralism</b> and <b>VAPA CA Framework</b></i></p>
<b>1</b>	<b>1/31</b>	<p>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, &amp; mix-up Pair-Share for List Poem.</p> <p><b>Wade Davis: The worldwide web of belief and ritual</b></p> <p><b>Assignment/Listen &amp; Write: TED Talks-Wade Davis: Dreams from endangered cultures—One-minute essay</b></p>
<b>2</b>	<b>2/2</b>	<p>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.</p> <p><b>Assignment/Research &amp; Listen: TED Talks-“Metaphor,” Chimamanda Adiche</b></p> <p><b>Assignment: Collage PowerPoint</b></p>
<b>3</b>	<b>2/7</b>	<p>Discuss TED talks. Review metaphors. Culture Questions, Multicultural Approaches---brainstorm visual figures of speech/metaphors--Metaphors inform collages. Class discussion re: Multicultural Education. Write “<b>I Am From</b>” poem. Planning a Collage. <i>Review Rubric for Collage &amp; Two Voice Poem.</i> <b>Begin Collage work.</b></p>

		<p><b>Assignment: Websites for Multicultural Education</b>  <b>Assignment: Look up “Culture Shock” on Wikipedia</b></p>
4	2/9	<p>Review “Culture Shock” in small groups/anecdotes. Record key words. Large group share-out--anecdotes. Class Cinquain about culture shock.  <b>Continue Collage work.</b>  <b>Assignment: Look up “Ethnic Stereotypes” &amp; “Ethnography” on Wikipedia. Listen to TED Talk: Why Do We Create Stereotypes?</b></p>
5	2/14	<p><u>Collage due</u>  Review “Ethnic Stereotypes” &amp; “Ethnography”. Pair-share collage presentation practice—pairs write <b>Two Voices Poem</b> (using Artistic Process). <i>Review Collage Rubric Presentations.</i>  <b>Begin Collage/Poem Presentations w/partners.</b></p>
6	2/16	<p><b>Continue Collage presentations.</b> Extract Common Values from collages. Deconstruct Collage Unit. <b>Review Reflection Format</b>  Assign <i>Celebrating Pluralism</i> chapter groups (1, 2, 3, 4A, 4B, 5) and distribute CP posters. All students read Foreword. Handout Guidelines for Collaboration, <i>Celebrating Pluralism</i> Rubric, CP Collaboration Rubric  <b>Assignment: Culture Reflection</b>—review Reflection Format &amp; Academic Language</p>
7	2/21	<p><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, Guidelines for Collaboration, Rubric for Celebrating Pluralism Collaboration</i>—read CP Foreword as class. Read assigned chapter in class  <b>Provide evidence of assignments for Chapter before exiting class.</b></p>
8	2/23	<p>Work on visuals for <i>Celebrating Pluralism</i> and presentations. Review with instructor.  <b>Assignment: Collage Reflection</b></p>
9	2/28	<p><u>Collage Reflection due</u></p>

		<p><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.</p> <p><b>Assignment: Collaboration Reflection</b></p>
10	3/2	<p><u>Collaboration Reflection due</u></p> <p>Listen to TED Talk: <a href="#">The Best Kindergarten You've Ever Seen</a></p> <p><b>Review TED Talk. 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.</p> <p><b>Assignment: Celebrating Pluralism Reflection</b></p>
11	3/7	<p><u>Celebrating Pluralism Reflection due</u></p> <p>Multiple Intelligence Quiz—Discuss Multiple Intelligences and how they relate to differentiated instruction. Warm-ups for performance using staging techniques. Break into MI groups using <b>Multiple Questions for MIs</b> to develop “Wedding Event” tableau. <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>
12	3/9	<p><u>Multiple Intelligences Reflection due</u></p> <p>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>
13	3/14	<p><i>Review Rubric for Principles Presentations.</i> <a href="#">Assign Principles groups.</a></p> <p><b>Principles Presentations.</b> Reading Art using Elements and Principles of Design. 1-minute essays.</p> <p><b>Assignment: Read pp. 2-19 in VAPA Framework--Bring VAPA Framework to next class. Preview Framework PowerPoint.</b></p>
14	3/16	<p><u>Elements &amp; Principles Reflection due</u></p>

		Framework PowerPoint--Explore <b>Framework, Strands and Standards &amp; Framework Questions</b> . Assign VAPA Strands for presentation--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 Haiku about their strand.
15	3/21	<u>Framework &amp; Standards Reflection due</u> Review Framework, Strands and Standards. <b>DEMONSTRATION MULTICULTURAL VISUAL ARTS LESSON</b>
16	3/23	What is scaffolding/ZPD? How does that help you design your lesson? Introduce Visual Literacy. Present artwork from Multicultural lesson. Review Hidalgo's levels of culture. Assign groups for multi-cultural lessons by lottery—Assign geographic area (Pacific Islands/Australia, Africa, Native America, Latin America, Middle East, Asia)--Begin group work. <b>Hand out &amp; REVIEW: Group Lesson Checklist, Lesson Plan Format, Group-Lesson Rubric, Moth Radio, Websites for Multi-Cultural Education</b>
	3/28-3/30	<b>SPRING BREAK</b>
17	4/4	Work in groups to design lesson plan for one multicultural lesson (refer to Group Lesson Checklist). Check-in with Teacher
18	4/6	Work in groups to design lesson plan for one multicultural lesson (refer to Group Lesson Checklist). Check-in with Teacher
19	4/11	<b>Group lesson Plan demonstrations</b> . Group critique and deconstruction. Take notes for your reflections.
20	4/13	<b>Group lesson Plan demonstrations</b> . Group critique and deconstruction. Take notes for your reflections.
21	4/18	<b>Group lesson Plan demonstrations</b> . Group critique and deconstruction.

		Take notes for your reflections. <b>Assignment: Look up Summative and Formative Assessments.</b>
22	4/20	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 lesson plans</b>
23	4/25	<b>Individual Lesson Presentations</b> & constructive feedback.
24	4/27	<b>Individual Lesson Presentations</b> & constructive feedback.
25	5/2	<b>Individual Lesson Presentations</b> & constructive feedback.
26	5/4	Review of Individual lesson plans. <b>Assignment: Bring completed journals to class next time. Journals should include: all 15 reflections (including your own Individual Lesson Plan Reflection), observations and notes (typed and/or hand-written) from each class, relevant artwork images, and your Individual Lesson Plan. Journal should be clearly organized with a recognizable system including a Table of Contents and 4 Tabs: REFLECTIONS, NOTES, ARTWORK, LESSON PLAN</b>
27	5/9	<b>FINAL PROJECT/JOURNALS DUE</b> Looking at Art. ORID, Visual Thinking Strategies, & Visual Literacy.
28	5/12	Fishbowl Inquiry - review of course. <b>Group painting/reflection</b>
29	5/16	<b>Last class meeting</b> <b>JOURNALS RETURNED WITH FEEDBACK</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 <u>group discussions</u></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 <u>in class</u></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</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly on time</li> <li>• Some absences, but made up work</li> </ul>	<ul style="list-style-type: none"> <li>• Always on time</li> <li>• No absences or communicated ahead/did</li> </ul>

	<p>work</p> <ul style="list-style-type: none"> <li>• Often not on task</li> <li>• Reflections not turned in</li> <li>• Reflections do not demonstrate critical thinking</li> <li>• Never offers help</li> <li>• Uses cell phone to text during class</li> </ul>	<p>afterwards</p> <ul style="list-style-type: none"> <li>• Usually on task</li> <li>• Reflections not turned in on time</li> <li>• Reflections demonstrate critical thinking</li> <li>• Somewhat helpful</li> <li>• Does not use cell phone to text during class.</li> </ul>	<p>extra work</p> <ul style="list-style-type: none"> <li>• Always on task</li> <li>• Reflections turned in on time</li> <li>• Unique &amp; constructive perspectives are shared in the reflections</li> <li>• Very helpful</li> <li>• Does not use cell phone to text during class.</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>

## JOURNAL CONTENT RUBRIC

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

**5 POINTS**

	<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 in-depth 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.

## **CONSIDERATIONS FOR REFLECTIONS**

<b>REFLECTIVE JOURNAL</b>	<b>PARTIALLY PROFICIENT</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>
	• Many	• Some mechanics	• Accurate

<p><b>WRITTEN COMPONENT</b></p> <p><b>30% of any writing is based on quality of grammar</b></p>	<p>typos/spelling errors (mechanics)</p> <ul style="list-style-type: none"> <li>• Confusing to read</li> <li>• Only refers to some of the class activities</li> <li>• Only refers to some of the in class lessons</li> </ul>	<p>(typos, spelling) errors</p> <ul style="list-style-type: none"> <li>• Some ideas out of order</li> <li>• 1-2 lessons not included</li> </ul>	<p>mechanics (typos, spelling)</p> <ul style="list-style-type: none"> <li>• Clearly presented</li> <li>• Complete, all in-class activities and lessons accounted for</li> </ul>
<p><b>QUALITY OF THOUGHT</b></p>	<ul style="list-style-type: none"> <li>• Activities not fully described nor related to own practice</li> <li>• No classroom lessons described</li> <li>• No comparing or contrasting of activities between the lessons</li> </ul>	<ul style="list-style-type: none"> <li>• All classroom activities described factually and completely</li> <li>• Some classroom lessons described</li> <li>• Compares and contrasts some lessons</li> </ul>	<ul style="list-style-type: none"> <li>• All classroom activities described accurately and related to own practice</li> <li>• Classroom applications described for all lessons</li> <li>• Compares and contrasts most lessons and creates new ideas for lessons</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 to 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 TWO PROMPTS THAT WILL ALLOW YOU  
TO WRITE ABOUT WHAT YOU LEARNED**

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?

**3rd PARAGRAPH**

**CHOOSE ONE PROMPT**

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.
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.

**JOURNAL 15 REFLECTIONS CHECKLIST  
15 POINTS**

YES, but... .5 POINTS	YES 1 POINT		
		1	<b>What is culture?</b>
		2	<b>Ethnographic Cultural Collage</b>

		3	Collaboration Process (Different Format)
		4	Celebrating Pluralism Presentation (Reflection is based on all chapter presentations)
		5	Multiple Intelligences
		6	Elements & Principles Presentations
		7	Framework and Standards
		8	Demonstration Lesson
		9	<u>Africa</u> Multi-cultural Lesson
		10	<u>Middle East</u> Multi-cultural Lesson
		11	<u>Native America</u> Multi-cultural Lesson
		12	<u>Asia</u> Multi-cultural Lesson
		13	<u>Latin America</u> Multi-cultural Lesson
		14	<u>Pacific Islands-Caribbean</u> Multi-cultural Lesson Process
		15	<u>Your Individual</u> Multi-cultural Lesson Plan

**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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## CONSIDERATIONS FOR THE GROUP PRESENTATION

Each category is worth 2 points

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

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.

...

### **1st PARAGRAPH**

**(Provide your chapter number)**

- 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....**
- 7. My most important contribution to the group was....**

# ELEMENTS OF ART PRESENTATION

5 POINTS

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## CONSIDERATIONS FOR THE GROUP PRESENTATION

EACH CATEGORY IS WORTH 1 POINT – 10 minutes

	1) The group presentation informs others through 3-4 key concepts for assigned Element of Art.
	2) Create a <i>Museum Movement Tableau</i> illustrating your assigned Element of Art.
	3) The group uses Spoken Word techniques to present the <u>definition</u> of their Element. Use the definition from the handout.
	4) The group selects appropriate art posters to illustrate assigned Element of Art.
	5) The group creates a Haiku 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 DESIGN PRESENTATION

5 POINTS

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### CONSIDERATIONS FOR THE GROUP PRESENTATION

EACH CATEGORY IS WORTH 1 POINT- 10 minutes

	1) The group presentation informs others through 3-4 key concepts for assigned Principle of Design.
	2) Create a <i>Museum Movement</i> Tableau illustrating your assigned Principle of Design.
	3) The group uses Spoken Word techniques to present the <u>definition</u> of their Principle. Use the definition from the handout.
	4) The group selects appropriate art posters to illustrate assigned Principle of Design.
	5) The group creates a Haiku that summarizes their understanding of the assigned Principle of Design.

**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>1) The lesson task was organized, engaging, and included a project demonstration.</b>
			<b>2) All members of the group participated in <u>Planning</u> and <u>Presenting</u>.</b>
			<b>3) Visual aids were used to enhance the presentation. Grade level and standard written on the White Board.</b>
			<b>4) The lesson included <b>MEANINGFUL</b> and inspiring multicultural content, and demonstrated thoughtful relationships and/or connections to the art project.</b>
			<b>5) The lesson provided opportunities for the class to reflect on the multicultural content.</b>

**#6 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. Revised Lesson Plan sent on time.</b>
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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.** Present a hard copy of your lesson plan to the instructor at the beginning of the lesson and a copy of this rubric.

## 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	Presentation does not	Presentation includes an

that includes an example of the lesson's art project and a brief description of how to create it.	include an example of the lesson's art project, <b>and/or</b> does not include a brief description of how to create it.	example of the lesson's art project and 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. Emphasize your Inspiration and the	Presentation does not include a reflection on the development of your lesson through the <i>Artistic Process</i> model or an emphasis on Inspiration and	Presentation includes a reflection on the development of your lesson plan through the lens of the <i>Artistic Process</i> with an emphasis on Inspiration and Revision.

Revisions you made along the way.	Revision.	
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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 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>relevant multicultural content supported by significant research,</b>	Lesson plan lacks: <ul style="list-style-type: none"> <li>• <b>Relevant multicultural content</b></li> <li>• Significant research</li> <li>• Goals that address</li> </ul>	Lesson Plan includes <b>relevant multicultural content supported by significant research</b> that is designed to advance the students' content knowledge.	Lesson Plan <b>clearly includes relevant multicultural content supported by significant research,</b> designed to advance the students' level of content

designed to advance the students' content knowledge.	advancing students' content knowledge		knowledge, and addresses <b>core values</b> .
Develop a lesson plan that includes <b>relevant arts-based goals (e.g., Elements and Principles) 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, demonstrating development of a lesson plan that clearly includes:  <ul style="list-style-type: none"> <li>• <b>Relevant arts-based goals and activities</b> designed to advance student learning.</li> <li>• Suggested revisions</li> </ul>
<b>Design a lesson plan that includes Formative assessments.</b>	<b>Assessments not included in the lesson plan</b>	<b>Lesson includes Formative assessments.</b>	Demonstrates an <b>exceptional understanding</b> of developing both Formative assessments that will assist in making informed decisions about future instruction.
<b>Design a lesson plan that fosters learning</b> and creates a safe, respectful, inclusive and culturally responsive learning environment using the Multiple Intelligences.	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.	Lesson plan <b>fosters learning</b> and creates a safe, respectful, inclusive and culturally responsive learning environment using the Multiple Intelligences.	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>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:</p> <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>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>
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## 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 OF THE BINDER.**

### 1. Reflections (15)

Write a short paper/reflection, **700-950 words**, double-spaced, font size 12, for each assigned class lesson (see list below). Incorporate your thoughts on the artistic process, what you will use for future lesson planning, what you will not use in future lesson planning, anything that was surprising. 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 **Collaboration Process**
- 4 **Celebrating Pluralism**
- 5 **Multiple Intelligences**
- 6 **Elements of Art & Principles of Design**
- 7 **Framework and Standards**

- 8 Demo Lesson, One Orchid
- 9-13 5 Group Multicultural lessons
- 14 Your own Group lesson plan
- 15 Final Project/Lesson Plan
- \* Museum Reflection (extra credit)

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

**3. Your observations/descriptions of each class (a paragraph)** You can use your hand-written notes from each class session or type up your notes.

## 4. Your Individual Lesson Plan

### 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.