San José State University  
Department of Art & Art History  
ART39/ART139/CA139  
Advanced Multicultural Art for Young People  
(Teaching Diversity through Art)  
Spring 2018

Course and Contact Information

Instructor: Susan W. Trimingham  
Office Location: Art 321  
Telephone: (408) (924-4391)  
Email: susan.trimingham@sjsu.edu  
Office Hours: Tuesday 11:15-12:00, Thursday 11:15-12:00  
Class Days/Time: TTH 12:00 to 2:50 PM  
Classroom: Art 203  
Prerequisites: 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 Leaning 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 21st 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

*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


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 Aliza Elkin. She can be reached via email at aliza.elkin@sjsu.edu and by phone at (408) 808-2043. 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. All of the University Library Resources can be accessed at: libguides.sjsu.edu/az.php

Art Education Resources: http://libguides.sjsu.edu/arteducation
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 (includes image), 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:

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Due date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnographic Cultural Collage</td>
<td>see schedule</td>
<td>10 pts</td>
</tr>
<tr>
<td>Celebrating Pluralism Presentation</td>
<td>see schedule</td>
<td>10 pts</td>
</tr>
<tr>
<td>Elements of Art Presentation</td>
<td>see schedule</td>
<td>05 pts</td>
</tr>
<tr>
<td>Principles of Art Presentation</td>
<td>see schedule</td>
<td>05 pts</td>
</tr>
<tr>
<td>Multi-Cultural Group Art Lesson</td>
<td>see schedule</td>
<td>10 pts</td>
</tr>
</tbody>
</table>

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 textbook, 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: Backpack collage, collage, Celebrating Pluralism Chapter visual, Group Lesson project, Individual Lesson Plan project
d. 15 Reflections (see Reflection checklist)
e. Individual Lesson Plan (revised per Presentation suggestions)

<table>
<thead>
<tr>
<th>Total number of points for Course</th>
<th>60-69</th>
<th>70-79</th>
<th>80-89</th>
<th>90-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Grade</td>
<td>F</td>
<td>D</td>
<td>C-, C, C+</td>
<td>B-, B, B+</td>
</tr>
</tbody>
</table>

University Credit Hour Requirement

Success in this course if 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 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
## Course Schedule

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 1    | 1/25  | A word about grading. Review Syllabus. “What is Multicultural Art Education?” Safe classroom. Assignment: Write a definition of “Culture” *without using Wikipedia* and a response to “How do we learn about culture?” Ask 3 other people to define and respond. Assignment/Listen & Write: TED Talks-Wade Davis: *Dreams from endangered cultures* & Pellegrino Riccardi: *Cross cultural communication*  
*Purchase: Celebrating Pluralism and VAPA CA Framework* |
| 1    | 1/30  | Introductions. Share definitions & responses. TEDx review—one minute essay. What is the relationship between visual arts and culture? Group Painting. Review Artistic Process. Course definition of “culture,” Hidalgo’s 3 levels of culture  
Assignment/Listen & Write: TED Talks-What’s the Line Between Stereotyping and Celebrating Culture + Why do we Create Stereotypes? (3 & 4) Assignment: Bring an object to class that has personal or sentimental value and may be considered beautiful by its owner even though someone else might consider it off, unusual, or ugly. |
Assignment/Research & Listen: TED Talks-Chimamanda Adiche & “Metaphor”  
Research & Read: *Cultural Differences and Cultural Understanding* in Hidalgo handout. Culture Shock |
Assignment: List Poem—“3 Ways” on selected culture. Choose an artwork from |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/2022 2/8</td>
<td>Review TEDx Difference between Art and Craft. <strong>Collage work.</strong></td>
</tr>
</tbody>
</table>
| 3 2/13 | **Collage due**  
*Review Collage Rubric Presentations.* Pair-share collage presentation practice—pairs write **Two Voices Poem** (using Artistic Process). **Begin Collage/Poem Presentations w/partners.** |
| 4 2/15 | **Continue Collage presentations.** Extract Common Values from collages. Deconstruct Collage Unit. **Review Reflection Format**  
Assign Celebrating Pluralism chapter groups (1, 2, 3, 4A, 4B, 5) and distribute CP posters. All students read Foreword. Handout Guidelines for Collaboration, Celebrating Pluralism Rubric, CP Collaboration Rubric  
**Assignment:** **Culture Reflection**—review Reflection Format & Academic Language |
| 4 2/20 | **Culture Reflection due**  
**Continue Collage presentations**  
Chapter Groups meet and choose Recorder and Facilitator—Review Rubric for Celebrating Pluralism presentations, Guidelines for Collaboration, Rubric for Celebrating Pluralism Collaboration—read CP Foreword as class. Read assigned chapter in class  
Provide evidence of assignments for Chapter before exiting class. |
| 5 2/22 | Work on visuals for Celebrating Pluralism and presentations. Review with instructor.  
**Assignment:** Collage Reflection |
| 5 2/27 | **Collage Reflection (with image) due**  
**Chapter Presentations.** Class provides constructive comments for each presentation. Regroup Chapter groups and recall comments. What did you do best? Write a **Question Poem** reflecting your chapter.  
**Assignment:** Collaboration Reflection |
| 6 3/1 | **Collaboration Reflection due**  
**New groups.** Appoint a Recorder. Pass out Chapter 6 of CP. After reading 6 discuss how your understanding of teaching Multicultural Art has changed? **Haiku** Poems of Chapter 6 with your groups—share out.  
**Assignment:** **Celebrating Pluralism Reflection** |
| 6 | 3/6 | **Celebrating Pluralism Reflection due**
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 **Multiple Questions for MI**s to develop “Wedding Event” tableau/pantomime. **Groups present**
“Wedding”—Family Portraits. Share individual experiences of Dominant MI.
| 7 | 3/8 | **Multiple Intelligences Reflection due**
| 8 | 3/15 | **Elements & Principles Reflection due**
Framework PowerPoint--Explore **Framework, Strands and Standards & Framework Questions.** Assign VAPA Strands for presentation--remind groups to use art to enhance meaning for the audience and to think about differentiation.
**VAPA Strands Presentations.** Each Strand group writes a Question poem about their strand. |
| 8 | 3/20 | **Framework & Standards Reflection due**
**DEMONSTRATION MULTICULTURAL VISUAL ARTS LESSON**
Assignment: Listen to TED Talk: What’s the difference between Art and Craft?
Assignment: [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/) |
| 9 | 3/22 | **Demonstration Lesson Reflection due**
*Why is “Why?” important?*  What is scaffolding? How does that help your students learn? Review Hidalgo’s levels of culture. **Assign groups for multi-cultural lessons by lottery**—Assign geographic area (Pacific Islands/Caribbean/Australia, Africa, Native America, Latin America, Middle East, Asia)--Begin group work. Start with Framework. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/26-3/30</td>
<td></td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>9</td>
<td>4/3</td>
<td>Work in groups to design lesson plan for one multicultural lesson (refer to Group Lesson Checklist &amp; other handouts). Check-in with Teacher</td>
</tr>
<tr>
<td>10</td>
<td>4/5</td>
<td>Work in groups to design lesson plan for one multicultural lesson (refer to Group Lesson Checklist &amp; other handouts). Check-in with Teacher</td>
</tr>
<tr>
<td>10</td>
<td>4/10</td>
<td>Group lesson Plan demonstrations. Group critique and deconstruction</td>
</tr>
<tr>
<td>11</td>
<td>4/12</td>
<td>Group lesson Plan demonstrations. Group critique and deconstruction</td>
</tr>
<tr>
<td>12</td>
<td>4/19</td>
<td>Review Lesson Plan Format and Lesson Plan Rubric. Discuss Formative and Summative Assessments. Design assessments for the Group Lesson Plans. <strong>Sign up for Individual Lesson Plan Presentation times through lottery.</strong> Begin work on Individual Lesson Plan. Assignment: email revised Group Lesson Plans</td>
</tr>
<tr>
<td>12</td>
<td>4/24</td>
<td>Review components for an effective multicultural lesson. Continue work on Individual Lesson Plans in class. Assignment: Individual Lesson Plan Reflection, due at presentation</td>
</tr>
<tr>
<td>13</td>
<td>4/26</td>
<td>Individual Lesson Presentations &amp; constructive feedback.</td>
</tr>
<tr>
<td>13</td>
<td>5/1</td>
<td>Individual Lesson Presentations &amp; constructive feedback.</td>
</tr>
<tr>
<td>14</td>
<td>5/3</td>
<td>Individual Lesson Presentations &amp; constructive feedback. <em>(Habits of Mind Exercise—share poems or paragraphs—will be graded by participation. Habits of Mind as Informal Assessments—if time)</em> Review Journal Content Rubric.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/8</td>
<td>JOURNALS DUE</td>
</tr>
<tr>
<td>Looking at Art &amp; Visual Literacy.</td>
<td></td>
</tr>
<tr>
<td>5/10</td>
<td>Fishbowl Inquiry - review of course. <strong>Group painting/reflection</strong></td>
</tr>
<tr>
<td>JOURNALS RETURNED</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
APPENDIX
## RUBRIC FOR CLASS ENGAGEMENT
### 15 POINTS

<table>
<thead>
<tr>
<th>DISCUSSIONS</th>
<th>PROFICIENT 0-2 pts</th>
<th>ACCOMPLISHED 3 pts</th>
<th>ADVANCED 4-5 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unable to demonstrate lesson subject knowledge</td>
<td>• Demonstrates evidence of lesson subject knowledge when called on in class</td>
<td>• Demonstrates evidence of lesson subject knowledge when called on in class</td>
<td></td>
</tr>
<tr>
<td>• Asks questions to further discussion only when called on</td>
<td>• Asks some questions to further discussion</td>
<td>• Asks key questions to further discussion</td>
<td></td>
</tr>
<tr>
<td>• Unable to draw connections and applications from previous lessons</td>
<td>• At times draws connections and applications from previous lessons.</td>
<td>• Draws connections and applications from previous lessons.</td>
<td></td>
</tr>
<tr>
<td>GENERAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Often late</td>
<td>• Mostly on time</td>
<td>• Always on time</td>
<td></td>
</tr>
<tr>
<td>• Some absences, incomplete make up work</td>
<td>• Some absences, but made up work afterwards</td>
<td>• No absences or communicated ahead/did extra work</td>
<td></td>
</tr>
<tr>
<td>• Often not on task/distracted listening</td>
<td>• Usually on task/active listening</td>
<td>• Always on task/active listening</td>
<td></td>
</tr>
<tr>
<td>• Reflections not turned in</td>
<td>• Reflections not turned in on time</td>
<td>• Reflections turned in on time</td>
<td></td>
</tr>
<tr>
<td>• Reflections do not demonstrate critical thinking</td>
<td>• Reflections demonstrate critical thinking</td>
<td>• Unique &amp; constructive perspectives are shared in the reflections</td>
<td></td>
</tr>
<tr>
<td>• Frequently uses cell phone to text during class</td>
<td>• Occasionally uses cell phone to text during class.</td>
<td>• Does not use cell phone to text during class.</td>
<td></td>
</tr>
<tr>
<td>• Never offers help</td>
<td>• Somewhat helpful</td>
<td>• Very helpful</td>
<td></td>
</tr>
<tr>
<td>COLLABORATION</td>
<td>• Work through aspects of the projects is uncooperative • Inadequately contributes to planning and research in group work • Provides little to no support or feedback to group members</td>
<td>• Works through aspects of the projects cooperatively • Planning and research are mostly timely &amp; relevant • Provides &amp; responds to constructive criticism</td>
<td>• Thoughtfully cooperates to work through all aspects of the projects • Planning and research are timely &amp; relevant • Provides, responds to, &amp; incorporates constructive criticism</td>
</tr>
</tbody>
</table>

**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.

OR

2. Summarize the full scope of this lesson.

**2nd PARAGRAPH**

3. Explain how the lesson activities increased your understanding.
3rd PARAGRAPH

CHOOSE ONE PROMPT AND EMPHASIZE APPLICATIONS

4. Evaluate the lesson’s relevance in regards to your goals.

5. 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

<table>
<thead>
<tr>
<th>15 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES, but…</strong></td>
</tr>
<tr>
<td><strong>5 POINTS</strong></td>
</tr>
</tbody>
</table>

1. What is culture?

2. Ethnographic Cultural Collage *(with image)*

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. Pacific Islands/Caribbean/Australia Multi-cultural Lesson
ETNOGRAPHIC CULTURAL COLLAGE - 10 POINTS

1st 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

2nd part - PRESENTATION OF THE ART PIECE USING THE ARTISTIC PROCESS

(ENVISION—PLAN—RESEARCH—CREATE—EVALUATE—REVISE—ENVISION)
## 6 POINTS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Articulation of vision through the cultural influence</strong> (Identify your culture)</td>
<td></td>
</tr>
<tr>
<td><strong>Description of planning &amp; research process</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Description of artist’s creative process</strong> (materials, composition, inspiration)</td>
<td></td>
</tr>
<tr>
<td><strong>Provision of information regarding artist’s evaluation/revision process</strong> (What could I do differently?)</td>
<td></td>
</tr>
<tr>
<td><strong>Description of how artist may or may not use this project with students</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Creates and presents a 2-Voice Poem with another student that reflects their similarities</strong></td>
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</tbody>
</table>

## CELEBRATING PLURALISM CHAPTERS

### 10 POINTS

Each category is worth 2 points

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>2 PTS</strong></td>
<td></td>
</tr>
<tr>
<td>1) The group presentation creatively informs others through 3 key concepts from the assigned chapter (that connect to the open-ended questions) and summarize the chapter’s intent in an engaging and artistic manner.</td>
<td></td>
</tr>
<tr>
<td>2) The group introduces 3 open-ended questions (in a visual format) that connect to the 3 key concepts, expand understanding of the chapter and could inspire deeper discussion.</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>3) The group creates meaningful and engaging artwork(s) (collage, posters, photographs, or drawings) that visually represents the <strong>key concepts</strong> (see #1) and the <strong>open-ended questions</strong> (see #2) from the assigned chapter. The group uses the artwork to <strong>enhance</strong> understanding.</td>
<td>4) The group provides <strong>1</strong> significant quote taken from the chapter text that demonstrates understanding of the assigned chapter.</td>
</tr>
</tbody>
</table>

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 3RD IDEA**

**ANSWER ALL SENTENCE STEMS FOR THIS REFLECTION**
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 a definition of their Principle of Design. Create a definition using the HANDOUT & POSTERS.

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 Principle of Design by identifying similarities between the selected Western and Non-Western art posters through their 3-4 key concepts.

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

1) The group uses Spoken Word techniques to present a definition of their Principle of Design. Create a definition using the HANDOUT & POSTERS.
2) The group presentation informs others through 3-4 key concepts for assigned Principle of Design from the Information posters.

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.

4) The group expands understanding of their assigned Principle of Design by identifying similarities between the selected Western and Non-Western art posters through their 3-4 key concepts.

5) The group creates a Question Poem 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**

<table>
<thead>
<tr>
<th>5</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td></td>
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</tr>
</tbody>
</table>

1) The lesson task was organized, engaging, and included the project demonstration.
2) All members of the group participated in Planning and Presenting.

3) Visual aids were used to enhance the presentation and included examples of the art project. Grade level and standard written on the White Board.

4) The lesson included MEANINGFUL 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

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<tr>
<th>-2</th>
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</thead>
<tbody>
<tr>
<td>6) After presentation group demonstrated ability to evaluate and make adjustments to their lesson plan.</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>-2</th>
<th>-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>7) Revised Lesson Plan sent on time, after the Formative Assessment Lesson.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ASSIGNMENT COMPONENT</th>
<th>PROFICIENT 1 POINT</th>
<th>ACCOMPLISHED 1.5 POINTS</th>
<th>ADVANCED 2.5 POINTS</th>
</tr>
</thead>
</table>

Art 39/Art 139/CA 139, Spring 2018
### Develop a scaffolded (logically sequenced) lesson plan that draws on VAPA Standards and is designed to advance the student’s level of content knowledge.

- Lesson plan lacks scaffolding and fails to include the role of the **VAPA Standards**.  
- Lacks any design to advance the students’ level of content knowledge.

### Develop a lesson plan that includes multicultural content supported by research and designed to advance the student’s content knowledge.

- Lesson plan lacks **multicultural content** lacks relevance, nor are there goals that address advancing knowledge.

### Develop a lesson plan that includes relevant arts-based goals and activities designed to advance the student’s content knowledge.

- Lesson plan lacks **arts-based goals and activities** and does not advance student learning.

### Design a lesson plan that includes Informal and Formal assessments.

- Assessments not included in the lesson plan.

### Design a lesson plan that fosters learning and creates a safe, respectful, inclusive and culturally responsive learning environment.

- Lesson plan fails to contain activities that foster learning and/or create a safe, respectful, inclusive learning environment.

---

| Develop a scaffolded (logically sequenced) lesson plan that draws on **VAPA Standards** and is designed to advance the student’s level of content knowledge. | Lesson plan lacks scaffolding and fails to include the role of the **VAPA Standards**.  
- Lacks any design to advance the students’ level of content knowledge. | Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a scaffolded lesson that draws on **VAPA Standards** designed to advance the students’ level of content knowledge. |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a lesson plan that includes multicultural content supported by research and designed to advance the student’s content knowledge.</td>
<td>Lesson plan lacks <strong>multicultural content</strong> lacks relevance, nor are there goals that address advancing knowledge.</td>
<td>Lesson Plan clearly includes <strong>multicultural content supported by research</strong> designed to advance the students’ level of knowledge and addresses <strong>core values</strong>.</td>
</tr>
<tr>
<td>Develop a lesson plan that includes relevant arts-based goals and activities designed to advance the student’s content knowledge.</td>
<td>Lesson plan lacks <strong>arts-based goals and activities</strong> and does not advance student learning.</td>
<td>Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a lesson plan that clearly includes <strong>relevant arts-based goals and activities</strong> designed to advance student learning.</td>
</tr>
<tr>
<td>Design a lesson plan that includes Informal and Formal assessments.</td>
<td>Assessments not included in the lesson plan.</td>
<td>Demonstrates an <strong>exceptional understanding</strong> of developing both Informal and Formal assessments that will assist in making informed decisions about future instruction.</td>
</tr>
<tr>
<td>Design a lesson plan that fosters learning and creates a safe, respectful, inclusive and culturally responsive learning environment.</td>
<td>Lesson plan fails to contain activities that foster learning and/or create a safe, respectful, inclusive learning environment.</td>
<td>Quality of work exceeds expectations and specifications, and is above and beyond expected performance demonstrating development of a</td>
</tr>
</tbody>
</table>
inclusive and culturally responsive learning environment using the Multiple Intelligences.

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.

Design a lesson plan that fosters learning, creates a safe, respectful, inclusive and culturally responsive learning environment that includes using the Multiple Intelligences.

Design a lesson plan that is:
• Unsupported by cultural research,
• Or only uses resources from the internet,
• Or lists less than 5 resources.

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.

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.

---

**LESSON PLAN PRESENTATION RUBRIC**

**10 POINTS**

<table>
<thead>
<tr>
<th>ASSIGNMENT COMPONENT</th>
<th>PROFICIENT .5 POINTS</th>
<th>ADVANCED 1 POINT</th>
</tr>
</thead>
</table>

Art 39/Art 139/CA 139, Spring 2018
<table>
<thead>
<tr>
<th>Design a presentation that includes choice of grade level, VAPA standard, and ethnographic area.</th>
<th>Presentation does not include choice of grade level, VAPA standard, or ethnographic area.</th>
<th>Presentation includes choice of grade level, VAPA standard, and ethnographic area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a presentation with a descriptive overview of the lesson that includes the goals for this lesson.</td>
<td>Presentation does not provide a descriptive overview of the lesson that includes the goals for this lesson.</td>
<td>Presentation provides a descriptive overview of the lesson that includes the goals for this lesson.</td>
</tr>
<tr>
<td>Design a presentation that explains how the multicultural objective and goals connect to the arts project and standard.</td>
<td>Presentation does not explain how the multicultural objective and goals connect to the arts project and standard.</td>
<td>Presentation explains how the multicultural objective and the goals connect to the arts project and standard.</td>
</tr>
<tr>
<td>Design a presentation that includes examples of all Visual Aids used.</td>
<td>Presentation does not include examples of Visual Aids.</td>
<td>Presentation includes examples of all Visual Aids used during the lesson.</td>
</tr>
<tr>
<td>Design a presentation that includes an example of the lesson’s art project and a brief description of how to create it.</td>
<td>Presentation does not include an example of the lesson’s art project, and/or does not include a brief description of how to create it.</td>
<td>Presentation includes an example of the lesson’s art project and a brief description of how to create it.</td>
</tr>
<tr>
<td>Design a presentation that includes a list of materials needed to create the art project.</td>
<td>Presentation does not include a list of materials needed to create the art project.</td>
<td>Presentation includes a list of materials needed to create the art project.</td>
</tr>
<tr>
<td>Design a presentation that includes a list of the art vocabulary words introduced in the lesson.</td>
<td>Presentation does not include a list of the art vocabulary words introduced in the lesson.</td>
<td>Presentation includes a list of the art vocabulary words introduced in the lesson.</td>
</tr>
<tr>
<td>Design a presentation that includes considerations for all the Multiple Intelligences.</td>
<td>Presentation does not include considerations for all the Multiple Intelligences.</td>
<td>Presentation includes considerations for all the Multiple Intelligences.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Design a presentation that includes an organized summary of the learning sequence.</td>
<td>Presentation does not include an organized summary of the learning sequence.</td>
<td>Presentation includes an organized summary of the learning sequence.</td>
</tr>
<tr>
<td>Design a presentation that includes a reflection on the development of your lesson through the <em>Artistic Process</em> stages of Inspiration and Revision.</td>
<td>Presentation does not include a reflection on the development of your lesson through the <em>Artistic Process</em> stages of Inspiration and Revision.</td>
<td>Presentation includes a reflection on the development of your lesson through the <em>Artistic Process</em> stages of Inspiration and Revision.</td>
</tr>
</tbody>
</table>
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 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.)

<table>
<thead>
<tr>
<th></th>
<th>NOVICE 0 Points</th>
<th>PROFICIENT .5 Points</th>
<th>ACCOMPLISHED 1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal includes all 15 reflections as listed on the Reflection Checklist</td>
<td>Journal does not include all required reflections</td>
<td>Journal includes all 15 reflections as listed on the Reflection Checklist</td>
<td>Journal includes all 15 reflections as listed on the Reflection Checklist. Reflections are detailed and insightful</td>
</tr>
<tr>
<td>Journal includes observations and notes from each class.</td>
<td>Journal includes only some observations and notes from each class.</td>
<td>Journal includes observations and notes from each class.</td>
<td>Journal includes observations and <strong>in-depth</strong> notes from each class.</td>
</tr>
</tbody>
</table>

Art 39/Art 139/CA 139, Spring 2018
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.