Welcome to Multicultural Art and Visual Learning, which is a requirement at UWM for certification in early childhood through middle school. Our main goal in this course is not to try to turn you into artists, rather, it is to help you feel comfortable with the work of culturally diverse artists and art forms so you will be able to nurture creativity and support visual expressiveness in your future classrooms. Our purpose is to help you see that art is a path by which teachers and students can come to understand, and make meaning in, the world. The emphasis in the course is upon classroom applications for integration of multicultural art into all school subjects.

With our urban focus and social justice mission, we look especially at contemporary artists of color and examine the multiple ways they interrogate identity and other relevant themes. We look forward to working with you this semester. We understand that many of you do not have extensive backgrounds in art and we want to assure you that you can succeed in this class regardless of your past art experiences. Please remember that attendance and participation are major aspects of this course, as many of the activities cannot be replicated outside of the class. Please feel free to ask questions and provide insights and comments at any time. Your input is a valuable component of this class.

**Catalog Description:** 130 Art and Visual Learning in Elementary Education. 3 cr. U.
A study of art and its relationship to human development. Designed for teachers interested in providing developmentally appropriate art experiences for children from pre-school through 6th grade. Lectures, discussions, readings, and lab activities will emphasize the use of art materials, equipment, and visual aids. Not open for degree credit to Art & Art Ed majors. Prerequisite: admission to School of Education & Art 100(P) or consent of instructor.

**Required Readings:** Our readings come from a variety of current sources and are available to you as PDF files. See course D2L site, under Content, then Readings.
ART ED 130 addresses the following UW System Shared Learning Goals:

1) Knowledge of Human Cultures and the Natural World, including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration.

2) Critical and Creative Thinking Skills including inquiry, problem solving, and higher order qualitative and quantitative reasoning.

3) Intercultural Knowledge and Competence including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.

4) Individual, Social and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

ART ED 130 fulfills the GER Arts requirement in that students will:

1) demonstrate comprehension of historical, philosophical, theoretical, or aesthetic perspectives commonly used in the understanding of a specific art;

2) apply knowledge of artistic principles, conventions, methods, and practices through the creation or production of works of art; and

3) compare and contrast the expressive and formal features of different artistic media and/or cultural traditions; this may be accomplished through an analytic study or as part of an original artistic work.

ART ED 130 fulfills the GER Cultural Diversity requirement because students will be able to:

1) understand and analyze the perspectives, world views, methodologies, and philosophical constructs that the group(s) use(s) to describe, explain, and evaluate its/their experiences over historical time;

2) investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences;

3) explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”;

4) reflect critically on how the students’ own culture and experiences influence their knowledge of, and attitude towards, people whose cultural and social identities differ from their own;

5) articulate, within communities of color, the social, cultural, and political contributions of women, transgender people, and persons of varied sexual orientations;

6) analyze the role of diversity in the successful functioning of a multiracial democratic society.
Learning Objectives for UWM Cultural and Communities Certificate Program

Students will be able to...

1. Reflect critically on their own cultural identity and background, connecting personal history to larger social and historical forces.

2. Identify the major cultural groups in American history and discuss their distinct contributions and principal conflicts, especially as these illustrate the impact of inequalities of access, resources, wealth, and/or justice.

3. Distinguish between individual bias and structural oppression, with analysis of specific examples involving diverse social and/or cultural groups.

4. Describe the basic components of globalization and how nations interact socially, politically, and culturally.

5. Outline how patterns of migration, immigration, and diaspora emerge from economic and social changes, including how such patterns get expressed in new social formations and cultural activities.

6. Analyze critically the historical and social construction of categories such as “race” and “ethnicity,” their relation to “white privilege,” and their impact on various dimensions of human life, including how such constructions create systematic inequalities between the dominant and the marginalized.

7. Demonstrate a multicultural understanding of artistic works or performances through an ability to analyze and appreciate works from distinctly different cultures and traditions.

8. Present examples of how cultural or community factors may affect work in the sciences, technology, and health care.

9. Collaborate productively and communicate constructively with people from diverse backgrounds.

10. Articulate principles and methods for community service in a pluralistic society, including how such experiences can reinforce the values of democratic citizenship and cross-cultural understanding.
In the state of Wisconsin, individuals who are seeking certification must develop a self-reflective portfolio based on ten teaching standards. Experiences and reflections in relation to the standards can contribute to your overall growth as an educator. As all education programs at UWM have adopted the core guiding principle of urban education/equity, the unique characteristics of urban contexts and issues of race, class, culture, and language will be at the forefront of our work in this course.

**The Learner and Learning Environments**

**Standard 1. Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2. Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3. Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Content Knowledge**

**Standard 4. Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5. Innovative Applications of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

**Standard 6. Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard 7. Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 8. Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard 9. Reflection and Continuous Growth**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community), and adapts practice to meet the needs of each learner.

**Standard 10. Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

<table>
<thead>
<tr>
<th>Objectives: Students will...</th>
<th>Demonstrated Through...</th>
<th>Aligns with</th>
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<tbody>
<tr>
<td>Reflect on own art education experiences and growth through the course in relation to cultural identities in a multicultural society.</td>
<td>... introductory art education autobiography, reading reflections, and final paper.</td>
<td>WTS/ InTASC 9</td>
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<tr>
<td>Demonstrate an understanding of multicultural art content and culturally relevant teaching practices in art education.</td>
<td>... reading reflections, participation in art activities and discussions, book circle, and curriculum project.</td>
<td>WTS/ InTASC 4,5</td>
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<tr>
<td>Demonstrate a teaching stance that includes critical multicultural, issues-based, integrated approaches.</td>
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<td>WTS/ InTASC 4,5</td>
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<tr>
<td>Develop and utilize knowledge of diverse contemporary artists, art processes, art materials, and local community art resources relevant to learning in elementary and middle schools.</td>
<td>...active daily participation in hands-on activities and curriculum projects.</td>
<td>WTS/ InTASC 4,5</td>
</tr>
<tr>
<td>Demonstrate a basic understanding of major theories of children’s graphic and artistic development, including those that take social, political, economic, and cultural influences into account.</td>
<td>... case study and application of major theories of children’s artistic development within curriculum project.</td>
<td>WTS/ InTASC 1,2</td>
</tr>
<tr>
<td>Effectively describe student learning in, through, and with visual art.</td>
<td>... reading reflections, book circle, and curriculum project.</td>
<td>WTS/ InTASC 4,5,6</td>
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</table>
POLICIES

GENERAL GUIDELINES/STANDARDS FOR COURSE: I look forward to supporting your learning and growth over the duration of this course. Things you can do to help facilitate a successful experience include: keeping yourself organized to meet deadlines, taking the initiative to communicate, bringing important questions and reflections to class conversations, and continually checking the information and requirements described in the course syllabus and calendar. Additionally, because this course involves studio experiences, help maintain supplies, clean your workspace, and demonstrate care for materials.

ATTENDANCE: Each student is expected to be on time, attend all classes, and participate in individual and group activities. Participation and attendance are a significant portion of your final grade as you earn points each class. Partial points can be regained for excused absences with appropriate documentation only. Unfortunately, presentation days usually cannot be rescheduled. If a member of a group is absent, the rest of the group needs to be ready to continue on and grades will be adjusted according to the situation. Repeated tardiness and/or problematic absences will be reflected in your grade.

MAKE-UP WORK FOR MISSED CLASS: This class significantly consists of in-class activities, which must also be addressed individually in assignments outside of class. If you miss class, you are responsible for making up missed in-class work by contacting the instructor or a peer. Students must review the class presentation for that day prior to these arrangements. You are expected to come prepared for any class following an absence.

INCOMPLETE AND LATE WORK: Incomplete work or work of an unprofessional tone will earn an instant zero. Late work that is turned in within a week from the due date will be deducted a full letter grade. Late work that is turned in within two weeks from the due date will be deducted two letter grades. Late work will not be accepted more than two weeks after the due date.

WORKLOAD: Study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study. This is a three credit course, therefore you should anticipate dedicating at least 144 hours to this course over the duration of the semester, including face to face meeting times.

ACCOMODATIONS: If you need accommodations in order to meet any of the requirements of this course, please present the instructor with documentation from the UWM Accessibility Resource Center (ARC) as soon as possible. If have a need but have not yet arranged for formal accommodations at UWM, please visit the ARC in Mitchell Hall for further guidance.
**EXPECTATIONS FOR ASSIGNMENTS:** With the exception of reading reflections, type with formatting for double spacing, 12pt. font, with one-inch margins. Papers should follow APA format, which should be evident in your title page and when applicable, in-text citation and final references. Please focus on quality writing that will allow you to clearly state your point. If you have trouble organizing your papers well or using APA format accurately, use the Writing Center. Points will be deducted from the final score for papers with excessive or repeated spelling, grammatical, or APA formatting issues.

**CITATIONS:** Academic misconduct includes, but is not limited to acts in which a student seeks to claim credit for work without proper citation or falsely represent his or her academic performance. Proper use and citations using APA format can help you avoid this issue.

**EMAIL** is an important way we communicate at the university. Students should check their UWM email daily. While email can permits the exchange of ideas and questions outside of class and office hours, please also plan ahead and be ready to ask questions in class or during office hours. Face to face interactions are important!

**TECHNOLOGY USE IN CLASS:** Cell phones, laptops, tablets, etc. need to be turned off and put away unless you’ve been invited to use these items as part of an in-class activity. Repeated failure to respect this expectation will effect your grade.

**HEALTH INSURANCE** It is strongly recommended that all students have health insurance that includes emergency room and hospitalization coverage. The UWM Student Association offers a Student Health Insurance Plan which covers most major medical illnesses or injuries. The University does not provide blanket medical coverage to students. Students are strongly encouraged to secure their own health insurance, either through their parents, the Student Health Insurance Plan or some other program. [http://www4.uwm.edu/norris/documents/Student_Insurance_Info.pdf](http://www4.uwm.edu/norris/documents/Student_Insurance_Info.pdf)

**What is copyright?** Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to use their materials. You must get permission to use copyrighted original works of authorship if you plan to make your project available to the public in any way. For more on gaining permission see: [http://www4.uwm.edu/ltc/copyright/getting-permission.cfm](http://www4.uwm.edu/ltc/copyright/getting-permission.cfm)

For additional information on UWM policies including incompletes, academic misconduct, and grade appeals see: [http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf](http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf)
COURSE REQUIREMENTS AND RESPONSIBILITIES

1) Active Participation, Professionalism, and Attendance (30 points) Professional disposition is an important part of your personal learning, our ability to create a productive classroom environment, and your ongoing development as a professional in the field of education or elsewhere. You are responsible for meeting and maintaining a high level of professional disposition throughout the duration of this class. This includes timely, high-quality performance on assignments; active participation in class discussions and full effort with art activities; regular contributions to a respectful class environment that encourages dialogue on personal, local, and global issues related to art and cultural diversity; and excellent attendance.

2) Art Education Autobiography (5 points) Type a two-page reflection on your art experiences to date. This serves as an initial assessment of your knowledge and experiences with visual art. Address the following questions:

- What art experiences have you had? Are there any experiences you haven’t had, but wish you did?
- How have your experiences influenced your comfort level with art?
- What are your thoughts about what art is, why people value art, and what role or purpose it has in children’s education?
- How have your experiences shaped your thoughts about what art is, it’s role in our lives, and it’s role in children’s education?
- Conclude with one learning goal you hope to attain as a result of this class.

Please include a title page, not part of the page count.

3) Reading Responses and Gallery Assignments (3-5 points each) Readings are available on D2L, as are the accompanying reading response tasks. Unless the class is directed otherwise, reading responses should be brought as a hard copy to class to facilitate work with readings. Gallery assignment tasks are listed on D2L to accompany field trips and should be submitted according to the directions listed.

4) Artistic Development Case Study and Presentation (10 points for case study, 5 points for presentation) In addition to understanding a culturally relevant approach to teaching, it is also important for you to have insights into theories related to children’s artistic development and connect both to children’s art making in a concrete way.

After you have had a chance to observe and/or work with the child in some capacity, spend 15-60 minutes engaged in an art experience with a child. This can happen in more than one encounter and you may vary the art activity or activities, materials, and duration as appropriate for the age of the child. Observe what they create and how they go about doing it.
Note how they describe their artwork, what they say it is about, questions that they ask, and the style of their artwork and the, manner of their art making process. If they have additional collections of images, etc., take a moment to talk with them about it! Then, in a four to five-page paper, describe:

- An introductory description of the child’s characteristics as a learner (what you know about cognitive, motor, and social development)
- An introductory description of the setting and intended art activity
- A narrative description of the art experience, including (but not limited to) a description of the child’s process of making art that combines text and 3-4 pictures of the process. You should also include his or her own description of what the artwork is about, questions, conversations during art making, etc.
- An analysis of the child’s artistic development and positionality in relation to the provided readings on children’s artistic development.
- Recommendations for further art activities for this child, based on your analysis of his or her artistic development and course readings.

Images should be high quality, no larger than 6” and no smaller than 2” in any dimension. Your paper should begin with a title page and be followed by 4-5 pages double spaced, 12 pt. font, with one-inch margins. Submit to the drop box on D2L. Use headings to help ensure that your have addressed each component of the case study (underlined above) and cite your references using APA format. Bring the child’s actual artwork to class the day we discuss our case studies.

*Drawing by Sawyer, 3 years old, December 2017*
5) **Thematic Unit / GER Assignment** In a small group, you will engage with background readings and research to design a thematic unit to present to the class. The Thematic Unit includes:

   a) An Artist Research Paper (10 points)
   b) An Art-Centered, Integrated Unit Plan (10 points) – this includes an art lesson, and two or three other lesson depending on how many people are in your group. (2 lessons + art for group of 2 or 3 lessons + art for a group of 3.) These other lessons should relate to the theme and include different curricular areas such as mathematics, science, social studies, writing, reading, music or physical education.
   c) Presentation of your thematic unit through a display board and participation in the class Curriculum Fair, along with instruction of part of the art lesson (10 points)

Resources, detailed guidelines, and examples will be reviewed during the semester and posted to D2L.

6) **Final self-reflection** (5 points) Type a self-assessment describing three areas of your learning and growth during the duration of this course. Provide specific examples to illustrate how you:

   • Reflected on your own art education experiences and growth through the course in relation to cultural identities in a multicultural society.
   • Demonstrated an understanding of multicultural art content and culturally relevant teaching practices in art education.
   • Demonstrated an understanding of a teaching stance that includes critical multicultural, issues-based, integrated approaches.
   • Developed and utilized knowledge of diverse contemporary artists, art processes, art materials, and local community art resources relevant to learning in elementary and middle schools.
   • Demonstrated a basic understanding of major theories of children’s graphic and artistic development including those that take social, political, economic, and cultural influences into account.
   • Effectively demonstrated an understanding of student learning in, through, and with visual art.

A strong final self-reflection will make connections back to goals identified as a result of your Art Autobiography Assignment and describe your growth toward the course objectives listed above. Your paper should have a title page, be 2-3 pages double spaced, 12 pt. font, with one-inch margins, and submitted to the drop box on D2L.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Art Experiences</th>
<th>Assignments – due next class</th>
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<tbody>
<tr>
<td>1/26</td>
<td>Introduction to the course, strategies for looking at and talking about art</td>
<td>Daily Art Discussion</td>
<td>Art Education Autobiography Paper (due to D2L Dropbox by 9 am on 2/2)</td>
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<td>Paste and printed papers</td>
<td>Read “Art Classes Matter More Than Ever – But Not For The Reasons You Think” (Winner and Hetland, 2007/2012)</td>
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<td>Radial design</td>
<td>Complete accompanying reading response form</td>
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<td>Relief Printing</td>
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<td>2/2</td>
<td>Role of art in schools, National Core Art Standards</td>
<td>Daily Art Discussion</td>
<td>Read excerpt from <em>Loose Parts</em> (2014)</td>
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<td>Discuss reading</td>
<td>Complete accompanying reading response form</td>
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<td>Book making strategies – lotus book and visual journal</td>
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<td>Paper Mache</td>
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<tr>
<td>2/9</td>
<td>Role of Art Making in Child Development</td>
<td>Daily Art Discussion</td>
<td>Read “Young In Art” by (Roland, 1990/2006)</td>
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<td></td>
<td>Discuss reading</td>
<td>Complete accompanying reading response form</td>
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<td>Loose Parts activites</td>
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<td>Paper Mache</td>
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<tr>
<td>2/16</td>
<td>Children’s artistic development: intentions, stages and indicators</td>
<td>Daily Art Discussion</td>
<td>Case study paper and presentation due next week. Present in class on 2/23 and submit paper to D2L Dropbox by 9 am 2/23.</td>
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<td>Simple stop motion animation</td>
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<tr>
<td>2/23</td>
<td>Role of Art Making in Child Development II</td>
<td>Present on case study projects</td>
<td>Read “Contemporary Art and Multicultural Education” (Cahan and Kocur, 2011)</td>
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<td></td>
<td></td>
<td>View stop motion animations</td>
<td>Complete accompanying reading response form</td>
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<tr>
<td>3/2</td>
<td>Art in multicultural education</td>
<td>Daily Art Discussion</td>
<td>Make sure that you understand where upcoming classes meetings will be held and ensure that you have a way to get there. If you are having trouble connecting with a class carpool, contact Dr. Woywod.</td>
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<td>Memory collage</td>
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<tr>
<td>3/9</td>
<td>Art in multicultural</td>
<td><strong>Meet at MIAD’s Layton</strong></td>
<td>Gallery assignment</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>3/16</td>
<td>Art in multicultural education III</td>
<td><strong>Gallery today at 10 am</strong> for the Empathy Exhibit.</td>
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<tr>
<td>3/23</td>
<td>Spring Break</td>
<td><strong>Meet at Kenilworth Square East Gallery today</strong> for work with a native artist.</td>
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<tr>
<td>3/30</td>
<td>Art in multicultural education IV</td>
<td><strong>Meet at Milwaukee Art Museum today at 10 am</strong> for the Contemporary, Modern, and Haitian Art Exhibits.</td>
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</tbody>
</table>
| 4/6     | Art Integration II             | Daily Art Discussion
Kennedy Center Site and Resource Evaluation
Choose *Pictures and Poetry* lessons |
| 4/13    | Art Integration III            | Daily Art Discussion
Work through *Pictures and Poetry* teacher examples,
develop PPT about artist and lessons to share next class |
| 4/20    | Art Integration III            | Present on *Pictures and Poetry* artists, lessons, teacher examples
Start thematic unit – collaborative project |
| 4/27    | Artists with exceptional needs | Daily Art Discussion
Continue to work on thematic unit
Read “Art Education for Students with Disabilities: Practical Strategies for Successful Inclusion” (Loesl, 1999) |
| 5/4     | Curriculum fair                | Present thematic units and art lesson
Thematic unit document due to D2L dropbox by 9 am 5/4. Present display board about your thematic unit and a component of your art lesson in class on 5/4. |
| 5/11    | Spring semester study day      | Present thematic units and art lesson
Final self-reflection paper due to D2L by 12:30 pm Wed., May 16 |