Multicultural Art and Visual Learning in Elementary Education
ART ED 130-802/ Summer 2016
M-Th 9:00 am- 12:15 pm, AB 179

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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. When possible, readings are differentiated for students in Early Childhood and MCEA programs.

<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>Composition of introductory art education autobiography, class discussions, and final paper.</td>
<td>WTS/ InTASC 9</td>
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<td>Demonstrate an understanding of multicultural art content and culturally relevant teaching practices in art education.</td>
<td>Completion of reading reflections, participation in art activities and discussions, rationale, book presentation, and research and development of parallel curriculum assignment.</td>
<td>WTS/ InTASC 4,5</td>
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<td>Demonstrate a teaching stance that includes critical multicultural, issues-based, integrated approaches.</td>
<td>Active daily participation in hands-on activities and parallel curriculum projects.</td>
<td>WTS/ InTASC 4,5</td>
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<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>Case study of a child’s artistic development and application of major theories of children’s artistic development within resource evaluation and parallel curriculum projects.</td>
<td>WTS/ InTASC 1,2</td>
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<td>Effectively describe student learning in, through, and with visual art.</td>
<td>Completion of rationale, reading reflections, participation in discussions, book presentation, and parallel curriculum project.</td>
<td>WTS/ InTASC 4,5,6</td>
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Wisconsin Standards for Beginning Teachers (WTS)

In the state of Wisconsin, individuals who are seeking certification must develop a self-reflective portfolio based on ten teaching standards. As you become familiar with the content of the ten teaching standards and document your experiences and reflections in this course, you will begin the teaching and learning process that you will continue to develop throughout the remainder of your years at UWM. As all education programs at UWM have adopted the core guiding principle of urban education/equity, you will ultimately demonstrate an understanding of the unique characteristics of urban contexts and keep issues of race, class, culture, and language at the forefront of your work.

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.
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.
POLICIES

GENERAL GUIDELINES/STANDARDS FOR COURSE: As future teachers who must not only manage a classroom but also keep yourself organized to meet deadlines, you will need to demonstrate extra readiness and professionalism in this area. Please always be aware that faculty are here to guide and support your growth so you may flourish as an initial teacher. It is, however, your responsibility to facilitate this by turning in assignments on time, taking the initiative to communicate with us, bringing important questions and reflections to class conversations, and continually checking the information and requirements described in the course syllabus.

As a future teacher who will have to manage your own classroom space, you need to help maintain supplies, technology, and workspaces and demonstrate care for materials. In other words, clean your space and a bit of someone else’s and help by leaving things better than you found them.

ATTENDANCE: Each student is expected to attend all classes and participate in individual and group activities. Grade reductions for absences and tardiness will be reflected in your professionalism grade. Participation and attendance will reflect 20% of your final grade. Partial points can be regained for excused absences with appropriate documentation only.

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: In accordance with UWM Credit Hour Policy which states that “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.” For this three credit hour summer course spanning four weeks, it this breaks down to approximately 13 hours in class per week and about 3 hours of homework per day.

ACCOMMODATIONS: If you need special accommodations in order to meet any of the requirements of this course, please inform the instructor in writing no later than the third class meeting. University and department policies for religious observance, academic misconduct, complaint, grade appeal, and sexual harassment will be observed.
**EXPECTATIONS FOR ASSIGNMENTS:** All papers should be double spaced, 12pt. font, with one-inch margins. All written assignments should be typed and clearly organized. If you have trouble achieving this, use the Writing Center. Please focus on quality writing that will allow you to clearly state your point. One point will be deducted from the final score for works with excessive spelling and grammatical errors.

**CITATIONS:** All sources should be properly cited using APA format. 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.

**EMAIL** is an important way for students and instructors to communicate. It permits the exchange of ideas and questions outside of class and office hours. Students should check their UWM email daily. While there are times it may take more than 48 hours, your instructor will acknowledge receipt of your email message.

**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. Inappropriate or disruptive usage of technology during class will be reflected in your professionalism 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** (40 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. You are responsible for meeting and maintaining a high level of professional disposition throughout the duration of this class. This includes active participation in class discussions and art activities; maintaining a respectful class environment that encourages dialogue on personal, local, and global issues related to art and cultural diversity; submitting high quality work on time, and excellent attendance.

2) **Papers**

   a) **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.

   b) **Rationale for Integration of Critical Multicultural Art Education in Urban Classrooms** (5 points) As a future educator, it is important that you are able to understand and describe the unique circumstances of urban classrooms. In addition, you will need to be able to effectively articulate how student learning in, through, and with visual art is important to students’ educational growth and can provide urban students opportunities to explore cross-cultural understandings and experiences through personal, social and historical perspectives.

      Compose a concise, persuasive rationale for the integration of critical multicultural art education experiences in your classroom. This rationale should not be repeating common art education “myths,” but rather demonstrate your ability to effectively use ideas and content from readings and resources from this course. Your paper should be two pages (not including references) double spaced, 12 pt. font, with one-inch margins, and submitted to the drop box on D2L. Include 2-3 references, cited in APA format.

   c) **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 be 2-3 pages double spaced, 12 pt. font, with one-inch margins, and submitted to the drop box on D2L.

3) **Readings**

   a) **Reading Reflections** (3 points each) Readings are available on D2L or in texts you may borrow from your instructor. In order to facilitate daily discussions, you will be assigned an article to read and asked to write, discuss, and submit a hard copy of a reading reflection form, which is available for you to print from our course D2L site.

   b) **Book Presentation** (15 points) With a partner, thoroughly read a text about contemporary art education and teach your classmates about it in a 20-minute presentation. Your instructor will provide well-vetted choices that you may borrow. Your presentation should provide an overview of the book, cover any important strategies that the author describes, and be supported by a one-page handout for your classmates including an APA citation for the book. (i.e. if you read Visual Thinking Strategies, your group’s presentation should explain the model, give us an opportunity to practice using it, and be supported with a one-page handout to remind us how to use the strategy later.) See D2L for additional assignment details.

4) **Artistic Development Case Study and Presentation** (10 points for case study, 5 points for presentation) In order to effectively plan activities for your students, it is important that you have a culturally relevant teaching stance as well as understanding of theories related to children’s artistic development, and the ability to connect both to children’s art making in a concrete way.

   Spend 30-60 minutes engaged in an art experience with a child. 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. 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 course readings.
- 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 be 4-5 pages double spaced, 12 pt. font, with one-inch margins, and submitted to the drop box on D2L. Use headings to help ensure that you 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.**

5) Parallel Curriculum Project / GER Assignment (10 points for artist research paper, 10 points for lesson plan, 5 points for presentation) You will design one integrated unit to present to the class. This unit will include an overall theme or big idea connected to a children’s book, a visual art lesson focusing on the work of a contemporary artist of color, and a parallel lesson in another discipline. Students will give a presentation on their artist research and the lessons including art images and a teacher sample of the art lesson. A list of recommended, culturally diverse children’s literature and a detailed description of this assignment is on D2L.