

ART R140: MULTICULTURAL CHILDREN'S ART

Originator

cmorla

College

Oxnard College

Discipline (CB01A)

ART - Art

Course Number (CB01B)

R140

Course Title (CB02)

Multicultural Children's Art

Banner/Short Title

Multicultural Children's Art

Credit Type

Credit

Start Term

Fall 2020

Catalog Course Description

This course is an introduction to a range of foundational hands-on art experiences that reflect K-12 state standards and common core standards. This includes producing creative work in two-dimensional and three-dimensional media, fine arts, craft, and design. Projects emphasize the importance of multicultural art, art traditions of indigenous peoples, as well as personal exploration of media and the role of the teacher in nurturing creative expression.

Taxonomy of Programs (TOP) Code (CB03)

0801.00 - Education, General (Pre-Professional) (Transfer)

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

35

Maximum Contact/In-Class Lecture Hours

35

Activity

Laboratory

Minimum Contact/In-Class Laboratory Hours

52.5

Maximum Contact/In-Class Laboratory Hours

52.5

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

87.5

Total Maximum Contact/In-Class Hours

87.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

70

Maximum Outside-of-Class Hours

70

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Students will understand and apply the elements of art in various creative contexts |
| 2 | Students will engage in collaborative projects that allow students to practice critical thinking, express their ideas verbally, and apply creative art concepts |
| 3 | Students will create original work, which they then revise and improve upon based on critical feedback |
| 4 | Students will demonstrate understanding of the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgement in their own artistic work |
| 5 | Students will apply arts education state and common core standards in creation of K-12 arts education lesson plans |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Create interesting works of art |
| 2 | Organize and apply basic elements and principles of art |
| 3 | Demonstrate knowledge of art materials and techniques as learned from global cultures |
| 4 | Make individual aesthetic decisions and judgments related to their own artwork |
| 5 | Create arts education lesson plans that meet current state and common core standards |
| 6 | Discuss, critique and evaluate their own two-dimensional and three-dimensional compositions, as well as those of their classmates |
| 7 | Analyze and interpret the interdisciplinary nature of multicultural art |

Course Content

Lecture/Course Content

1. Art Media
 - a. Materials and techniques
 - b. Methods and processes
2. Fundamental elements and principles of art
 - a. Line, shape, form, texture, space, value
 - b. Balance, harmony, proportion
 - c. Hue, value, saturation
3. Art in Global Cultures
 - a. Kenya Kente Cloth
 - b. Traditional Mexican textiles
 - c. Northern India block prints
 - d. Algerian ceramics
4. Introduction to a Variety of Art Materials
 - a. Pencils, inks and charcoals
 - b. Acrylic, tempura and gouache paints
 - c. Glues and cutting tools
5. Arts Education and State Visual Arts Content Standards
 - a. Artistic expression
 - i. Develop perceptual skills
 - b. Creative expression
 - i. Communication and expressions through original works of art
 - c. Historical and cultural context
 - i. Diversity of the visual arts
 - d. Aesthetic valuing
 - i. Derive meaning
 - e. Connections, relationships, applications
 - i. Careers and career-related skills
6. Developing a Portfolio
 - a. Translation of ideas into images
 - i. Formal approaches
 - ii. Conceptual approaches
 - b. Presentation aesthetics
 - i. Mounting work
 - ii. Hanging work
 - iii. Portfolio presentation
 - c. Critical evaluation and critique of class projects
7. Evaluation and critique of examples of multicultural art
 - a. Cultural contexts
 - b. Focus on art from various periods and global cultures
 - c. Different aesthetic sensibilities
 - d. Examination of cultural methods and materials
8. Teaching and practice
 - a. Lesson plan format
 - b. Visual Arts Academic Content Standards
 - c. How-to Video
 - d. Evaluation and criticism

Laboratory or Activity Content

1. Fundamental Elements and Principles of Art
 - a. Students will apply the Native American Formline drawing history and tradition of the Pacific Northwest to explore line, shape, form, balance, repetition, emphasis and unity.
 - b. Element and principles will be applied using ink, acrylic paint on 12 x 18 inch paper. They will create an original piece of artwork using techniques demonstrated by the instructor.
2. Art in Global Cultures
 - a. Students will create drawings inspired by patterns from different cultures and time periods. For example, Northern Block Printing, Kente Cloth from Kenya, Traditional Mexican Textiles, or Algerian Ceramic designs.

- b. Students will use various materials such as paper, foam scratch board, and ink to create monotypes and prints of various pattern designs.
3. Introduction to a Variety of Art Materials
 - a. Students will create a specific type of cultural mask. Using pencils, charcoals, and acrylics, students will create several drawing studies.
 - b. In a large scale mask making project, students will construct an original mask using cardboard, plaster, acrylic paint, fur, adhesive and other materials.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Individual projects

Oral analysis/critiques

Projects

Problem-Solving Assignments

Portfolios

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Computer-aided presentations

Class discussions

Distance Education

Demonstrations

Field trips

Instructor-guided interpretation and analysis

Internet research

Laboratory activities

Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will give a demonstration on the proper use of materials and techniques such as how to create patterns inspired by Traditional Mexican Textiles.
2. Instructor will give a Powerpoint slide presentation of art historical and cultural art examples related to projects including abstraction in African Art and sculpture techniques by El Anatsui.
3. Guided in-class problem-solving assignments followed by instructor-guided group critiques.

Representative Course Assignments

Writing Assignments

1. Written art response assignments by which students demonstrate an understanding of the broader context for global artwork
2. Written assignments by which students demonstrate ability to create arts education lesson plans that meet relevant state and common core standards

Critical Thinking Assignments

1. Writing assignments, such as gallery reports including a critical evaluation of two-dimensional artwork viewed at the McNish Gallery using art terminology related to the principles and elements of art.
2. A one-to-one or group critique of painting projects.
3. Projects involving problem-solving and technical solutions at the aesthetic and practical level.
4. Resolving compositional problems and organization of art elements.

Reading Assignments

1. Reading from text, Exploring Art: A Global Thematic Approach.

Skills Demonstrations

Art projects that demonstration the application of:

1. Block printing techniques
2. Hand-building with clay
3. Mask-making
4. Color mixture in water-based paints
5. Pattern design

Outside Assignments

Representative Outside Assignments

1. Reading from text, Art and Creative Development for Young Children, typically twice a month
2. Written art response assignments by which students demonstrate an understanding of the broader context for global artwork
3. Homework exercises on various art techniques, typically once a week
4. Field trips to galleries or museums such as the Buenaventura Art Association Gallery and California African American Museum.

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Hume, H. (2008). *The Art Teachers Survival Guide* (2nd). Jossey-Bass. 0470183020

Resource Type

Textbook

Description

Herberholz, D. Herberholz, B. (2001). *Artworks for Elementary Teachers* (9th ed). McGraw-Hill Publishers. 0072407077

Resource Type

Other Instructional Materials

Description

Required image examples (slides, PowerPoints, web references).

Resource Type

Other Instructional Materials

Description

Required DVD's on art movements and styles.

Resource Type

Textbook

Classic Textbook

No

Description

Lazarri, M. (2019). *Exploring Art: A Global, Thematic Approach*, Revised, 5th Edition. Cengage Learning.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Instructor will show recorded demonstration of step-by-step project procedures

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Students will post their artwork on Canvas and share comments about other students' work
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

Examinations**Hybrid (1%–50% online) Modality**

Online

Hybrid (51%–99% online) Modality

Online

On campus

Primary Minimum Qualification

ART

Review and Approval Dates

Department Chair

04/30/2020

Dean

04/30/2020

Technical Review

5/13/2020

Curriculum Committee

5/13/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000587865

DOE/accreditation approval date

MM/DD/YYYY