

I. CATALOG INFORMATION

- A. Discipline: EDUCATION
- B. Subject Code and Number: EDU M08
- C. Course Title: Children's Art within a Multicultural Perspective

- D. Credit Course units:
 Units: 3
 Lecture Hours per week: 3
 Lab Hours per week : 0
 Variable Units : No

- E. Student Learning Hours:
 Lecture Hours:
 Classroom hours: 52.5 - 52.5
 Laboratory/Activity Hours:
 Laboratory/Activity Hours 0 - 0

Total Combined Hours in a 17.5 week term: 52.5 - 52.5

- F. Non-Credit Course hours per week _____

- G. May be taken a total of: ☒ 1 ☐ 2 ☐ 3 ☐ 4 time(s) for credit

- H. Is the course co-designated (same as) another course: No ☐ Yes ☒
 If YES, designate course Subject Code & Number: CD M08

- I. Course Description:

Presents theoretical foundations and practices for designing art curricula that reflect P-12 educational state standards and common core standards. Emphasizes the creation of hands-on artistic projects, the importance of art in the child's development, and the understanding of multicultural art traditions in subject matter, materials, and processes. Provides opportunities for students to gain basic art skills, understand the creative process, and investigate the critique process. Examines supportive environments and selecting materials and experiences appropriate to individual children. Examines historical contexts and indigenous aesthetics as they relate to the development of primary skills and appreciation for art and the creative process.

- J. Entrance Skills

*Prerequisite: No ☒ Yes ☐ Course(s) _____

*Corequisite: No ☒ Yes ☐ Course(s) _____

Limitation on Enrollment: No ☒ Yes ☐ _____

Recommended Preparation: No ☐ Yes ☒ Course(s)
CD M02 and CD M14 or EDU M02

Other: No ☒ Yes ☐

K. Other Catalog Information:

(Same course as CD M08) Applies to Associate Degree and CA Child Development Permit. Transfer Credit: CSU

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	identify and apply the components and strands of visual arts education found in the California Department of Education's Academic Content Standards for Visual and Performing Arts Curriculum Frameworks (Preschool and K-12) and Student Academic Content Standards.	Creation of lesson plans utilizing the Visual Arts Academic Content Standards and explaining the cultural and historical context of the lesson. Observation reports of P-12 classrooms Lesson plan evaluations based upon the California Preschool Curriculum Frameworks
2	explain the developmental progression of artistic skills and knowledge for children P-12.	Visual Arts Lesson Plans Art experience presentations Classroom and teacher observations Case studies
3	demonstrate basic fluency with principles of art such as balance, repetition, contrast, emphasis, and unity, and their application to P-12 classroom teaching.	Analysis of historical and contemporary works of art, and identification of strategies to present these works to students of varying ages Global Pattern and Design through Printmaking Project, inspired by Kenyan Kente Cloth and Traditional Mexican Textiles Drawing animal inspired forms based upon the Formline style of the Pacific Northwest Native Americans

4	demonstrate competency in the preparation of a wide variety of artistic experiences for children.	Art experience plans/presentations Hand-on creation of art projects, such as a mask-making project that involves creating plaster masks that are a response to an iconic work of art
5	analyze and articulate how art facilitates child growth and development.	Implementation and evaluation of art experience plans Classroom observations Case studies Teacher interviews
6	explain how works of art are organized in terms of line, color, value, space, texture, shape, and form.	Art project demonstration highlighting a basic principle of the Visual Arts Class Presentation Digital Portfolio
7	identify and explain styles of visual arts from a variety of times, places, and cultures.	Objective or essay exams Map Making Project: Compare and contrast modern mapmaking techniques with alternative/historic approaches
8	interpret works of art to derive meaning and make judgments based on the principles of art as they are used to organize line, color, value, space, texture, shape, and form in works of art.	Identity Flags Project in which students create a stylized flag based upon their own cultural identity and apply fundamentals such as line, shape, form, and balance. Group analysis discussion and presentation
9	describe the role of the teacher in facilitating art curriculum and supporting development through intentional teaching for children of varying ages and abilities.	Case study Teacher observations Objective or essay exam Educator interviews
10	apply the reflective curriculum cycle of observation, planning, assessment, and documentation.	Classroom observation Case study Art experience plan/presentation

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
10.00%	Elements and principles of art instruction, building a classroom culture, respecting diverse identities and perspectives	1, 3, 4, 9
10.00%	Understanding and interpreting cultural meanings of art, mask making and uses across cultures	1, 6, 7, 8
10.00%	Visual arts educational content, terminology, and its use in art criticism: line, shape, form, balance, repetition, emphasis, and unity	1, 3, 6, 8
5.00%	Multiple literacies: the use of imagery and theater to promote reading and comprehension skills	1, 4, 5, 9, 10
15.00%	State and national standards and assessment tools	1, 5, 9, 10
10.00%	Patterns from various cultures and time periods, the print process, positive and negative space	1, 3, 4, 7, 8, 9
5.00%	Role of the teacher Intentional teaching	1, 2, 3, 4, 5, 6, 9, 10
20.00%	Art media, tools, and methods from global cultures	2, 3, 4, 5, 6, 7, 8, 9
5.00%	The role of art in supporting development, stages of artistic development	1, 2, 4, 5, 9
10.00%	Curriculum planning and assessment Art in project-based learning International models of art curriculum	1, 3, 4, 9, 10

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	an essay on the interdisciplinary nature of multicultural art.
2	statement of personal philosophy on arts education based upon current standards and the Common Core.
3	written reflections on weekly readings from the textbook and journal articles.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	assigned writings on topics such as creative development, social justice themes in printmaking, and the crisis of realism.
2	cooperative group planning for semester project/presentation.
3	visual arts lesson plan creation and implementation.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	analysis of P-12 classroom and teacher observations.

2	evaluation of classroom art curriculum based upon state and national guidelines.
3	self-evaluation of lesson plans/presentations/classroom demonstrations.
4	creation of works of original art demonstrating art media, tools, genres, and global styles.
5	preparation of a digital portfolio, in which students select course artifacts created and write a reflection upon how each artifact reflects learning outcomes

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- ☒ Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- ☒ Lecture/Discussion
- ☒ Laboratory/Activity
- ☒ Other (Specify) Group projects,
Video analysis,
Case studies,
Student presentations,
Class discussions,
Student demonstrations/teaching by classmates
Guest speakers
- ☒ Optional Field Trips
- ☒ Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- ☒ Essay Exam
- ☒ Classroom Discussion
- ☒ Skill Demonstration
- ☐ Problem Solving Exam
- ☒ Reports/Papers/Journals
- ☒ Participation
- ☒ Objective Exams
- ☒ Projects
- ☒ Other (specify)

Creation of lesson plans utilizing the Visual Arts Academic Content Standards for children of varying age groups, accompanied by an explanation of the cultural and historical context of the lesson.
Classroom observations of visual arts instruction
Digital portfolio of student work accompanied by reflection on the skills demonstrated by each artifact.
Global Pattern and Design through Printmaking Project, inspired by Kenyan Kente Cloth and Traditional Mexican Textiles.
Student research presentations.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Hafeli, Mary. Exploring Studio Materials: Teaching Creative Art Making to Children. Oxford UP, 2014.

Martin, Deborah. Children's Art: The Development in Imaginative Drawing and Painting, Ages 3 to 11. Southgate, 2013.

Pelo, Ann. The Language of Art: Inquiry-Based Studio Practices in Early Childhood Settings. 2nd ed. Redleaf, 2017.

Clements, Robert D., and Frank D. Wachowiak. Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools. 9th ed. Pearson, 2009.

Academic content standards for Visual and Performing Arts in Prekindergarten through grade twelve, adopted by the California State Board of Education.
<https://www.cde.ca.gov/be/st/ss/vamain.asp>

California Department of Education. California Preschool Learning Foundations, Volume 2. California Department of Education, 2010.
<http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>

California Department of Education. California Preschool Curriculum Framework, Vol. 2. California Department of Education, 2011.
<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf>

VIII. STUDENT MATERIALS FEES

☒ No ☐ Yes

IX. PARALLEL COURSES

<i>College</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Units</i>
American River College	ECE 361	Introducing Young Children to the Visual Arts	3
CSU Channel Islands	ART 102	Multicultural Children's Art	3
Allan Hancock College	ECS 199	Art for Young Child	3
Butte College	CDF 62	Creative Art Activities for Children	3

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
 Master's degree in education OR the equivalent.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- ☐ Pass/No Pass only (no letter grade possible); or
☒ Letter grade (P/NP possible at student option)

2. Degree status:

Either ☒ Associate Degree Applicable; or ☐ Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree

General Education list?

Yes: ☐ No: ☒ If YES, what section(s)?

- ☐ A1 - Natural Sciences - Biological Science
- ☐ A2 - Natural Sciences - Physical Science
- ☐ B1 - Social and Behavioral Sciences - American History/Institutions
- ☐ B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- ☐ C1 - Humanities - Fine or Performing Arts
- ☐ C2 - Humanities - Other Humanities
- ☐ D1 - Language and Rationality - English Composition
- ☐ D2 - Language and Rationality - Communication and Analytical

Thinking

- ☐ E1 - Health/Physical Education
- ☐ E2 - PE or Dance
- ☐ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: ☒ No: ☐

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: ☐ No: ☒ If YES, which area(s)?

- | | | | | | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|
| A1 <input type="checkbox"/> | A2 <input type="checkbox"/> | A3 <input type="checkbox"/> | B1 <input type="checkbox"/> | B2 <input type="checkbox"/> | B3 <input type="checkbox"/> | B4 <input type="checkbox"/> |
| C1 <input type="checkbox"/> | C2 <input type="checkbox"/> | D1 <input type="checkbox"/> | D2 <input type="checkbox"/> | D3 <input type="checkbox"/> | D4 <input type="checkbox"/> | D5 <input type="checkbox"/> |
| D6 <input type="checkbox"/> | D7 <input type="checkbox"/> | D8 <input type="checkbox"/> | D9 <input type="checkbox"/> | D10 <input type="checkbox"/> | E <input type="checkbox"/> | |

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: ☐ No: ☒

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: ☐ No: ☒

IGETC Area 1: English Communication

- ☐ English Composition
- ☐ Critical Thinking-English Composition
- ☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- ☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

- ☐ Arts
- ☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

- ☐ Anthropology and Archaeology
- ☐ Economics
- ☐ Ethnic Studies
- ☐ Gender Studies
- ☐ Geography
- ☐ History
- ☐ Interdisciplinary, Social & Behavioral Sciences
- ☐ Political Science, Government & Legal Institutions
- ☐ Psychology
- ☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- ☐ Physical Science Lab or Physical Science Lab only (non-sequence)
- ☐ Physical Science Lecture only (non-sequence)
- ☐ Biological Science
- ☐ Physical Science Courses
- ☐ Physical Science Lab or Biological Science Lab Only (non-sequence)
- ☐ Biological Science Courses
- ☐ Biological Science Lab course
- ☐ First Science course in a Special sequence
- ☐ Second Science course in a Special Sequence
- ☐ Laboratory Activity
- ☐ Physical Sciences

IGETC Area 6: Language other than English

- ☐ Languages other than English (UC Requirement Only)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Reading and critiquing journal articles in the field of teaching visual arts to P-12 students; research, using the Library's print and online resources, on the teaching of visual arts and the role of art in supporting development of P-12 students.

- B. Are the currently held library resources sufficient to support the course assignment?

☐ ☐

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

EDU M08: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will allocate time and materials through classroom assignments and activities; use resources such as the Internet, textbook, and curriculum books to assist in development of lesson plans, projects, and presentation of activities.
2. Interpersonal: the students will work in dyads and small groups to complete a variety of classroom activities and develop skills in working professionally and ethically with children, parents, and staff members.
3. Information: the students will use information gained from lectures, readings, and observations to evaluate and design visual arts curricula.
4. Systems: the students will understand the role standards within educational systems and develop teaching skills in the Arts, in order to operate effectively in schools and promote learning and development.
5. Technology: the students will utilize online resources for the development of curriculum plans; utilize multimedia technology to create documentation of curriculum, child, and professional development.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will use reading and writing skills to complete course assignments; exhibit good listening and speaking skills throughout the course.
2. Thinking Skills: the students will think creatively, analyze problems, synthesize and apply information through classroom assignments and activities, evaluate art curriculum based on professional standards.
3. Personal Qualities: the students will be responsible, sociable, self-managing, and resourceful; demonstrate personal work ethics, understanding of educational standards, and professionalism.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

☒ Online (course will be delivered 100% online)

☐

- ☒ Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- ☒ Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
- ☐ Lab activities will be conducted onsite
- ☐ Televideo (Examinations and an orientation will be held onsite)
- ☐ Teleconference
- ☐ Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Using the Course Management System (CMS) adopted by VCCCD, instructors may engage students using the following communication activities:

- Provide students with an opportunity to ask questions of fellow students and the instructor using the "discussion forum" tool provided by the CMS.
- Contact students via email within the CMS, by campus email, and/or MyVCCCD.
- Meet with students for study sessions, meetings, and online office hours using an online communication tool like Confer Zoom or CCC Confer, where instructors and students may speak with one another using VoIP or phone.
- Use the "announcement" tool to remind students of important assignments and due dates.
- Provide students with an online schedule of class events using the "calendar" tool in the online CMS.
- Provide students with written feedback on the content and quality of assignments and discussion posts.

4. Describe how instructors teaching this course will involve students in active learning.

Instructors may involve students in active learning in the following activities: - Students may view video lessons and/or text-based lessons corresponding to course content and learning objectives (created by an instructor or by a publishing company). - Students may complete homework through the CMS and/or using an interactive online homework system provided by a publishing company. - Students may engage in Internet searches and Library online database resources on topics corresponding to course content and learning objectives. - Students may review primary documents and analyze content for application to early childhood education practices. - Students may test their knowledge with interactive online quizzes provided by a publishing company. - Students may interact with the instructor and classmates using an online discussion forum to ask questions. - Students may submit questions to the

instructor by email or discussion board. - Instructor may create student groups or group activities using the CMS. - Instructor may assign individual hands-on activities and experiences, such as educator interviews. - Students may create blogs on course-related topics.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The following represent the methods by which content may be provided for learning:

- Instructional Videos
- Textbook and professional early childhood journals
- Links to online resources that may include video, quizzes, text explanations and extensions, and primary documents
- Written cases of classroom experiences will be presented as models for illustration and analysis of child development and practice.

6. Describe how instructors teaching this course will evaluate student performance.

Students may take objective and essay exams in a proctored on-ground environment.

Students may be required to do the following assignments:

- Complete reflective writing assignments focused on application of course content
- Develop, implement, and evaluate early childhood curriculum projects.
- Complete regular online quizzes
- Complete written analysis of early childhood classroom video footage
- Participate in online discussion forums.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

EDU M08: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

EDU M08: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

EDU M08: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: EDUCATION

Discipline Code and Number: EDU M08

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty Jerry Mansfield 02/15/2018

Faculty Peer: _____

Curriculum Rep: _____

Department Chair: _____

Division Dean: _____

Approved By:

Curriculum Chair: Jerry Mansfield 03/07/2018

Executive Vice President: _____

Articulation Officer: Jodi Dickey 02/18/2018

Librarian: Mary LaBarge 02/17/2018

Implementation Term and Year: Fall 2018

Approval Dates:

Approved by Moorpark College Curriculum Committee: 02/20/2018

Approved by Board of Trustees (if applicable): 04/10/2018

Approved by State (if applicable): 05/13/2018