

EDU M08: CHILDREN'S ART WITHIN A MULTICULTURAL PERSPECTIVE

Originator

scoulter

College

Moorpark College

Discipline (CB01A)

EDU - Education

Course Number (CB01B)

M08

Course Title (CB02)

Children's Art within a Multicultural Perspective

Banner/Short Title

Multicultural Children's Art

Credit Type

Credit

Start Term

Spring 2021

Co-listed (Same-as) Course(s)

CD M08

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

SAM Priority Code (CB09)

C - Clearly Occupational

Control Number

CCC000428648

Primary Minimum Qualification**Department**

Child Dev(Instr)/RBT (1135)

Division

MC Bus, Beh/Social Sci, CD, ES, & Language

Catalog 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.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

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)

C - Clearly 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

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

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**

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

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

Advisories on Recommended Preparation

CD M02 and CD M14 or EDU M02

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

CD M02 and CD M14 or EDU M02

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | demonstrate their understanding of developmentally appropriate art experiences for young children and relevant curriculum planning principles. |
| 2 | demonstrate their understanding of the visual arts content standards and relevant curriculum planning principles by developing lesson plans appropriate for children of various age groups (preschool, kindergarten, elementary, middle school, and/or high school). |

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

- | | |
|----|---|
| 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. |
| 2 | explain the developmental progression of artistic skills and knowledge for children P-12. |
| 3 | demonstrate basic fluency with principles of art such as balance, repetition, contrast, emphasis, and unity, and their application to P-12 classroom teaching. |
| 4 | demonstrate competency in the preparation of a wide variety of artistic experiences for children. |
| 5 | analyze and articulate how art facilitates child growth and development. |
| 6 | explain how works of art are organized in terms of line, color, value, space, texture, shape, and form. |
| 7 | identify and explain styles of visual arts from a variety of times, places, and cultures. |
| 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. |
| 9 | describe the role of the teacher in facilitating art curriculum and supporting development through intentional teaching for children of varying ages and abilities. |
| 10 | apply the reflective curriculum cycle of observation, planning, assessment, and documentation. |

Course Content**Lecture/Course Content**

- **10% - Elements and principles of art instruction:**
 - building a classroom culture
 - respecting diverse identities and perspectives
- **10% - Curriculum planning and assessment:**
 - art in project-based learning
 - international models of art curriculum
- **5% - The role of art in supporting development:**
 - stages of artistic development
- **20% - Art media, tools, and methods from global cultures**
- **5% - Role of the teacher:**
 - intentional teaching
- **10% - Patterns from various cultures and time periods:**

- the print process
- positive and negative space
- **10% - Understanding and interpreting cultural meanings of art, mask making and uses across cultures**
- **15% - State and national standards and assessment tools**
- **5% - Multiple literacies:**
 - the use of imagery and theater to promote reading and comprehension skills
- **10% - Visual arts educational content, terminology, and its use in art criticism:**
 - line
 - shape
 - form
 - balance
 - repetition
 - emphasis
 - unity

Laboratory or Activity Content

n/a

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
Written expression

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):

Classroom Discussion
Essay exams
Film/video productions
Graphic/architectural designs
Group projects
Individual projects
Journals
Oral analysis/critiques
Objective exams
Oral presentations
Performances
Projects
Participation
Portfolios
Quizzes
Recitations
Reports/Papers/Journals
Reports/papers
Research papers
Skills demonstrations
Written creation (poem, screenplay, song)

Instructional Methodology

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

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Demonstrations
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research

Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments

written reflections on weekly readings from the textbook and journal articles.
statement of personal philosophy on arts education based upon current standards and the Common Core.
an essay on the interdisciplinary nature of multicultural art.

Critical Thinking Assignments

analysis of P-12 classroom and teacher observations.
preparation of a digital portfolio, in which students select course artifacts created and write a reflection upon how each artifact reflects learning outcomes
creation of works of original art demonstrating art media, tools, genres, and global styles.
self-evaluation of lesson plans/presentations/classroom demonstrations.
evaluation of classroom art curriculum based upon state and national guidelines.

Reading Assignments

read state and national visual and performing arts standards.
readings on topics such as creative development, social justice themes in printmaking, and the crisis of realism.

Outside Assignments

Representative Outside Assignments

visual arts lesson plan creation and implementation.
cooperative group planning for semester project/presentation.
assigned writings on topics such as creative development, social justice themes in printmaking, and the crisis of realism.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Channel Islands	ART 102	Multicultural Children's Art	3
San Jose State Univ.	ART 39	Multicultural Arts for Children	3

Comparable Courses within the VCCCD

EDU V08 - Children's Art within a Multicultural Perspective
ART R140 - Multicultural Children's Art

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
American River College	ECE 361	Introducing Young Children to the Visual Arts	3

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****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

F2018

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****Area F: Ethnic Studies****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

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

Other Resource Type

Description

"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>.

Resource Type

Other Resource Type

Description

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

Resource Type

Other Resource Type

Description

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

Resource Type

Textbook

Description

Hogan, Jillian, Lois Hetland, Diane B. Jaquith, and Ellen Winner. *Studio Thinking from the Start: The K–8 Art Educator's Handbook*. Teachers College Press, 2018.

Library Resources**Assignments requiring library resources**

Utilize library databases such as Exchange Press Articles on Demand and EBSCO ERIC to locate and critique journal articles in the field of teaching visual arts to P-12 students.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

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.

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
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. 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.
Video Conferencing	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time. 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. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
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 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. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
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.
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Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours 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. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.

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Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

EDUCATION

Review and Approval Dates

Department Chair

9/21/2020

Dean

9/24/2020

Technical Review

10/2/2020

Curriculum Committee

10/6/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

11/09/2020

Control Number

CCC000593489

DOE/accreditation approval date

MM/DD/YYYY