

NEW COURSE PROPOSAL

PROGRAM AREA: **ART**

**1. 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

**ART 102 MULTICULTURAL CHILDREN'S ART (3)**

Two hours lecture and two hours laboratory per week.

Hands-on creation of artistic projects emphasize the importance of art in the child's development and the understanding of multicultural art traditions in subject matter, materials and processes. Historical contexts and indigenous aesthetics are investigated as they relate to the development of primary skills and appreciation for art and the creative process.

GenEd: C1, C3b

**2. Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment
Lecture	___ 2 ___	___ 1 ___	___ 24 ___
Seminar	_____	_____	_____
Laboratory	___ 1 ___	___ 2 ___	___ 24 ___
Activity	_____	_____	_____

**2. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

Approved course in the Liberal Studies Teaching and Learning option. Lower division studio art elective.

This course is an introduction to teaching art to children. Emphasis is on the vast range of human expression represented by multicultural art and design found in the areas of painting, sculpture, architecture, and the applied arts. Additional media reflecting a diverse range of artistic developments as related to children and teaching will also be explored. Illustrated lectures are followed with hands-on projects related to the subjects covered.

Learning Objectives

Through studio projects involving technical demonstrations, artistic exercises, class discussions, field trips to museums and galleries, project presentations and class critiques, students will:

- Demonstrate an understanding of the interdependency of cultural traditions and activities involved in teaching art to diverse groups of children.
- Demonstrate an understanding of materials and artistic methods used in various global and regional cultures.
- Develop intellectual comprehension of indigenous art concepts and theories.
- Demonstrate and document the ability to implement a visual literacy project of your own invention.
- Demonstrate understanding of the interrelationship between art, culture, museums and schools.

- Articulate, verbally and in written form, their conscious intentions and coherent aesthetics in relationship to projects they produce.
- Demonstrate critical thinking in analyzing, interpretation and evaluating works of art.
- Develop an informed appreciation of art and recognize the role of art in world history.
- Produce artwork through hands-on creation of original projects.
- Demonstrate their ability to teach art to children.

4. Is this a General Education Course                      YES

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	C1, C3b
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

### ART 102 Multicultural Children's Art (3)

#### I. Color basics across cultures

##### A. Universal color theory

1. Color wheel
2. Color harmonies
  - a. Cultural meanings of color
  - b. Theoretical aspects color

##### B. Color and emotion

1. Spontaneous painting to multicultural music
  - a. Illustrate personal feelings
  - b. Interpret sounds with color
2. Painting from still life
  - a. Poster paints
3. Painting from nature
  - a. Watercolor

#### Sample Project: Multicultural flag design

Utilizing newly learned knowledge of color, incorporate color and design patterns from national and regional flags selected from countries around the world. Combine elements to design and create a multicultural flag design.

#### II. Introduction to drawing processes

##### A. Line and shading

1. Media exploration and value study
  - a. Crayon
  - b. Pencil
  - c. Charcoal
2. Contour drawing

- a. Observation of the figure
- b. Observation of found objects
- 3. Design a coloring book page
  - a. Personal heritage narrative

Sample Project: Hand drawn and colored maps as art

The usage maps show regions where a particular language is spoken people. Each map tells what is unique about names in that region and gives examples of notable individuals who bear names from that culture.

III. Printmaking fundamentals for children

- A. Stamped prints
  - 1. vegetable prints
  - 2. eraser prints
- B. Texture rubbings
  - 1. created surfaces
  - 2. found objects
- C. Embossed surface prints,
  - 1. linoleum block prints,
  - 2. foam board prints

Sample Project: Basic Printmaking Process

Working with materials mentioned above, carve hand-held stamps depicting cultural icons from around the world. Create a series of small prints from stamped images.

IV. Three Dimensional Objects

- A. Folded Paper Sculpture
  - 1. Clothing, hats, shoes, and gloves
  - 2. Functional objects napkins, envelopes, cards (pop-ups)
  - 3. Book art

Sample Project: Multicultural children's costumes

Using various fabrics while studying pictures of traditional costumes from various countries, create a two-dimensional (frontal) version of a costume from a culture other than your own.

- B. Modeled Paper Sculpture:
  - 1. Paper mache (food) refrigerator magnets
  - 2. Paper mache applied to existing objects
  - 3. Cast paper sculpture

Sample Project: Paper masks

Create masks of various cultures including but not limited to Chinese, African, Indonesian, Japanese, Mexican and Native American cultures. Create a classroom gallery exhibition/display of the completed masks.

- C. Clay
  - 1. Whistles and musical instruments
  - 2. Native masks
  - 3. Toys and jewelry
- D. Soap carvings

1. Animals
2. Everyday objects

#### V. Multicultural puppet

- A. Create a finger puppet
  1. Native dress based on cultural heritage
  2. Tell a story about your heritage as a puppet show

#### Sample Project: Puppet Theatre

Go to a source of visual and educational materials such as a library or bookstore. Research your ancestral background. Find some material on the history of your family or ethnic group. Get reproductions traditional dress of your culture. Working with available materials, build finger puppets based upon personal cultural heritage. Upon completion of the project, present a finger puppet theatre performed to music from world cultures.

#### VI. Defining guidelines of the arts

- A. Personal meaning
- B. Universal meaning
- C. Multicultural artistic endeavors
- D. Collecting examples of non-art objects/indigenous icons
  - E. Collage of examples of different types of artistic expression

#### VIII. Basics of computer art for teaching children

- A. Create a fantasy world in Kid Pix software.
- B. Power point presentation
  1. Depict children's topic
- C. Design a postcard for a cultural event
- D. Design an advertisement for a children's' product from another culture
- E. Design and create an educational poster

#### Sample Project: Museum Visit

Visit an art museum. Create a journal entry about the museum visit as if you were taking a group children, whose ages range from third to sixth grade. Pick an artist's work or group of work by the same artist. Describe the visit and how you would present this work to the students, state your objective of what you want the class to learn from the experience, and draw the your conclusions. Try to include a picture (reproduction/postcard) of the artist's work from the museum's gift shop.

#### Possible Journal Formats:

1. Jewelry box
2. Lunch box
3. Personal diary
4. Map
5. Quilt
6. Children's book
7. Promotional sales brochure
8. Storyboard
9. Scrap book
10. Portfolio
11. Sketchbook

12. Menu
13. Calender
14. Cookbook
15. Instructional manual
16. Treasure chest
17. Hope chest
18. Surprises inside a cereal or Cracker Jack box

**Sample Project: Self Initiated Project**

Design and execute a project of your own invention. This project will encourage the development of visual understanding and the vocabulary that relates to visual literacy. The project must also be designed for a classroom. Take into consideration things like limited materials budgets, not to use sharp and dangerous tools, noise levels while working, mess and clean up, and time constraints. Does the project help to develop visual literacy? Is the project appropriate for the designated population? Is the project creative and interesting? Are the materials used appropriate, affordable, and available?

**6. References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

Lippard, Lucy R., *Mixed Blessings, New Art in A Multicultural America*, The New Press: New York. 1990  
 Fichner-Rathus, Lois. *Understanding Art*. Englewood, NJ: Prentis Hall, 2002.  
 Gilbert, Rita. *Living With Art*. New York: McGraw Hill, 2001.  
 Ocvirk, Bone, Stinson, and Wigg. *Art Fundamentals*, New York: Wm. C. Brown, 1999.  
 Preble, Duane and Sarah Preble. *Artforms*. New York: Harper Collins, 1998.

**7. List Faculty Qualified to Teach This Course.**

- Jack Reilly, MFA, Professor of Fine Arts
- Irina Costache. PHD, Associate Professor of Fine Arts

**8. Frequency.**

a. Projected semesters to be offered: Fall   x   Spring   x   Summer       

**9. New Resources Required.**

• No new resources will be required to offer this course. Existing equipment, facilities and faculty are currently adequate. This course will be offered in the CSUCI Art Complex building.

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11.** If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Jack Reilly, Professor of Art

12-21-2002

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Proposer of Course

Date

**Approvals**

**GE CRITERIA APPROVAL FORM**

Course Number and Title: **ART 102 Multicultural Children's Art Media and Methods (3)**

Faculty member(s) proposing Course: Jack Reilly, MFA, Professor of Fine Arts

**Indicate which of the following GE would be satisfied by this course by marking an "X" on the appropriate lines.** Courses may be placed in up to *two* GE categories as appropriate. Upper Division Interdisciplinary GE courses (UDIGE) may be placed in two GE categories in addition to the UDIGE category.

GE Category	
<input type="checkbox"/>	A1: Oral Communication
<input type="checkbox"/>	A2: English Writing
<input type="checkbox"/>	A3: Critical Thinking
<input type="checkbox"/>	B1: Physical Sciences—Chemistry, Physics, Geology, and Earth Sciences
<input type="checkbox"/>	B2: Life Sciences—Biology
<input type="checkbox"/>	B3: Mathematics—Mathematics and Applications
<input type="checkbox"/>	B4: Computers and Information Technology
<input checked="" type="checkbox"/>	C1: Art
<input type="checkbox"/>	C2: Literature
<input type="checkbox"/>	C3a: Language
<input checked="" type="checkbox"/>	C3b: Multicultural
<input type="checkbox"/>	D: Social Perspectives
<input type="checkbox"/>	E: Human Physiological and Psychological Perspectives
<input type="checkbox"/>	Upper Division Interdisciplinary GE
Lab Included? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Please provide a brief explanation of how the proposed course meets *each* of the criteria for the selected GE categories.

C1 category

Students will be able to:

- Describe, understand and analyze the connections between various artistic traditions and other aspects of culture.
- Describe, understand and analyze subjective responses and objective reasoning in the assessment of images from various traditions that permeate contemporary culture .
- Critically examine from various perspectives how iconography and symbolism interact and define cultural identities.
- Reflect in written and oral form on the various aspects of the different ethnic images in visual arts.
- Critically analyze the meaning of images within their original context as well as defined by specific cultural, historic and artistic practices.

- Learn the mechanisms of visual cognitive processes and specific critical methodologies
- Learn objective and subjective modalities of evaluating art within specific and global contexts.
- Develop new ways of looking and thinking about Western and non-Western traditions
- Formulate an interpretative level of analysis based on a comprehensive understanding of cultural contexts.
- Critically examine in comparative ways the formation of meanings in specific artistic and cultural environments .
- Decipher symbols, cultural and artistic codes
- Apply the knowledge and information in papers and presentations

#### C3b category

Students will be able to:

- Learn objective and subjective modalities of evaluating art within specific and global contexts.
- Develop new ways of looking and thinking about Western and non-Western traditions
- Formulate an interpretative level of analysis based on a comprehensive understanding of cultural contexts.
- Critically examine in comparative ways the formation of meanings in specific artistic and cultural environments .
- Decipher symbols, cultural and artistic codes
- Examine cultural and artistic contexts in which identity is defined
- Apply the knowledge and information in papers and presentations