

**Woodland Joint Unified School District
Educational Services
SECONDARY COURSE PROPOSAL**

SCHOOL: DO Submission

DEPARTMENT: VAPA-Art

SCHOOL(S) WHERE COURSE WILL BE OFFERED: DMS LMS PHS x CCHS x WHS x

COURSE TITLE: Art and Culture

Proposed abbreviation (max 15 characters) Art and Culture

- New course
- Revision or reinstatement of existing course. Existing course#
- Change of Title Only (Do not complete course description.)

List former title and course #

Replaces course(s) entitled (include course#):

Dual Enrollment

- Ethnic Studies (If this course is intended to fulfill the Ethnic Studies requirement, you will need to complete and attach the Ethnic Studies Correlation form.) [Link to form](#)

Length of course: Semester x Year

Credits per course 10 Academic Course: Academic Grade range 9-12

Pre-requisite: No College Prep? Yes

Pre-requisite course title and course#:

Can course be repeated? No If yes, how many times? 0 Repeat for credit? No

Individual Submitting Course Proposal M Orozco Position: Administrator

Primary Subject Area Credit: Secondary Subject Area Credit:
(Must select one) Fine Arts/World Language/CTE Electives

State Course Code Number: TBD

For Career and Technical Education courses:

CTE Advisory Approval

Pathway:

Introductory Concentrator Capstone

CCAT Approval Date

For CARE Use Only:

Course Code:

Board Approved

Entered into AERIES

- Meets UC/CSU Requirements for:
- A- History/Social Science
 - B- English
 - C - Mathematics
 - D - Lab Science
 - E -World Language
 - F -Visual/Performing Arts
 - G - Electives
 - Pending

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I. Which LCAP Goal does this course address? Explain how.

Goal 1: College and Career Ready; meets high school graduation, A-G completion (F), and meets Ethnic Studies requirements. Class provides a rigorous, intellectually rich, and culturally relevant environment. Also addresses goal 2-4; student centered, and culturally responsive.

II. What type of teaching credential is needed?

Art

III. State the rationale for this course proposal based on academic content standards. Include data that supports the need for this course.

Art and Culture is designed to cover the college applications criteria F and Ethnic Studies requirement through an Ethnic Studies framework– one that emphasizes the role of race and social justice in U.S. society and the global community. Students will leave with a more thorough understanding and comprehensive view of art's role in identity, history and current issues centering race, ethnicity and other intersectional identities in our community. This course will satisfy both the CA state standards for Visual Art and California's AB 101 Ethnic Studies high school graduation requirement. Additionally, this course meets WJUSD graduation requirement for Ethnic Studies as outlined in the adoption (2021) and will focus on the WJUSD Ethnic Studies standards.

IV. Write a narrative description of the course for the Course Catalog (5-8 sentences).

This course aims for students to develop a critical understanding and appreciation for art and culture from an Ethnic Studies framework– one that emphasizes the role of race and social justice in U.S. society and the global community. Students will develop a thorough understanding and comprehensive view of arts' role in identity, society, history, and current issues centering on race, ethnicity, and other intersectional identities. This course will evaluate the question: What is the connection between art, cultural identity, activism, and social change? Students will discuss, research, and evaluate different uses of art through the four main groups of Ethnic Studies. Additionally, students will demonstrate an understanding of Ethnic Studies and the roles of their cultural identities and community through the art-making process.

V. Method(s) of evaluating student achievement on the essential assignments. (Tests, work projects and products, and performances)

Sketchbook work, readings and writings, video summaries/ analysis, quizzes, and youth participatory action research project /mural community project.

VI. In developing this course, how did you include student voice and gather student input? (Attach evidence of student feedback/input)

See attached

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VII. Academic content standard(s): indicate grade level academic content along with key assignments. (Attach Course outline)

Content Standards

Key Assignments

1 see attached	1 see attached
2 see attached	2 see attached
3 see attached	3 see attached
4 see attached	4 see attached
5 see attached	5 see attached
6 see attached	6 see attached

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VIII. Probable costs involved and identified funding sources:
(Material, equipment, textbooks, personnel FTE, facilities requirements)

Materials/personnel	Fiscal/FTE	Fund Source
Art supplies	\$ \$50 per student	Site funds
Field trip costs	\$ \$25 per student	Site funds
	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
	-\$75.00 per student	
	Total:	

Additional information to support anticipated cost:

IX. How does it change the current "balance" or proportion of curriculum offerings?

This is a revision to a current class so it does not affect the balance of offerings. It does offer a class that is closely aligned to our Ethnic Studies resolution.

X. Any other information you'd like to provide about this course and its development:

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All required attachments included?

- x Evidence of student input
- x Course outline
- x Ethnic Studies Correlation (if course is planned to fulfill Ethnic Studies graduation requirement)

Administrative Secretary IV- College and Career Readiness Signature: *Marlen Curiel*

**Course Title:
If applicable:**

Dept. Chair Approval(s)	<i>Lyndsey Roush</i>	Date: 04/09/2024
Dept. Chair Approval(s)	<i>Janet Sakona</i>	Date: 04/16/2024
Principal Approval	<i>Sandra Reese</i>	Date: 04/15/2024
Principal Approval	<i>Gerald Salcido Jr.</i>	Date: 04/16/2024

Counselor verifies that course title matches with UC System title

Counselor Approval	<i>Maria Luisa Lares</i>	Date: 04/15/2024
Counselor Approval	<i>Amy McCalister</i>	Date: 04/16/2024

Modified or Special Education Courses Only

Director of Special Education Approval	Date:
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College and Career verifies that all course components and required documentation included

Director of College and Career Approval	<i>Lore Carrillo</i>	Date: 04/16/2024
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Final Approval

Assistant Superintendent Approval	<i>Christina Lambie</i>	Date: 04/19/2024
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Board Approval

WJUSD Board President Approval	<i>Deborah Baughman Zamble</i>	Date: <i>5/9/2024</i>
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Correlations to Ethnic Studies Standards

In WJUSD, Ethnic Studies is the critical and interdisciplinary study of race, ethnicity, and indigeneity within and beyond the United States. Our Pre-K to 12th grade curriculum must encompass multiple points of view that reflect the diversity of all of our students including race, ethnicity, sexuality, ability, gender, class etc., with a focus on the experiences and perspectives of people of color. Through our Pre-K to 12th grade course work, students will be supported to develop and utilize a critical lens to see the world and their role as an active citizen in a global society.

For courses to satisfy the Ethnic Studies Graduation Requirement, the four Ethnic Studies Standards must be addressed (at a minimum). To propose that your course meet the requirement, please identify how the new/revised course covers the four Ethnic Studies Standards. Use specific examples of course content, including names of readings, individuals to be studied, writing assignments, etc.

Criteria from the Ethnic Studies Standards	Description of course content that addresses the standard
<p>1. Be centered on the experiences of historically marginalized communities.</p>	<p>This course addresses experiences of historically marginalized communities by centering each unit on a specific ethnic/cultural group in alignment with the California Ethnic Studies Model Curriculum. The specific ethnic and cultural groups of focus are the Latinx, Indigenous, Black, Polynesian, and Pan-Asian communities.</p> <p>The course aims to answer the essential question: What is the connection between art, cultural identity, activism, and social change? Each unit is organized around the cross-cutting Ethnic Studies concepts while focusing on public art, decolonizing art, centering BIPOC artists, counter-narratives, self-expression, the diaspora, and global thread.</p>



to be attached to course proposal

<p>2. Critically examine concepts such as race, class, gender and sexuality in relation to power, political systems, social structures and social justice movements.</p>	<p>In the first unit, "Introduction to Art, Culture, and Resistance," students will be introduced to concepts such as race, class, gender, sexuality, identity, and intersectionality. These terms will be embedded in the curriculum through student-led research, discussion, and reflection. Students will analyze and connect content to the Ethnic Studies Tenets and identify them in each unit. Students will be able to examine political systems and social structures by researching and reflecting upon social justice movements such as the Chicano/x Movement, Civil Rights Movements, Land Back Movements, No Asian Hate, and others through the context of art as activism. Students will utilize sketchbooks and other art mediums to engage in written reflections, peer/ group discussion, and creative drawing to critically examine the essential questions and cross-cutting concepts in each unit.</p>
<p>3. Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society and the connections between the two.</p>	<p>This course is built on empowering students within the community through meaningful student-led dialogue, small and large group discussions, and community involvement. These discussions will encourage students to explore their interpersonal cultural connections by evaluating and naming the assets of their diverse personal, ethnic, and cultural identities. In addition, students will examine the intersectionalities within the ethnic group or culture of focus in each unit through research, analysis, and critique of social movements, art movements, and spotlight artists. Students will demonstrate their understanding by correlating visual elements of the content learned with elements of their personal identity or personal reflection in collaborative or self-expressive artwork using unit-specific methods and mediums.</p>
<p>4. Empower students to advocate and become agents of social transformation by developing a multicultural perspective and the skills and knowledge that address the needs of the individual, community, and the world.</p>	<p>Students will engage in a "Gallery Walk" to view their peers' artwork. Students will then conduct peer, group, and/or self-critiques of the creative artworks to further develop content specific vocabulary, demonstrate verbal and written synthesis, and learn collaboratively through discussion by connecting the contextual elements of the unit with peer creativity. These critiques will empower students to engage in challenging discussions to promote social justice and address their needs and the needs of the community and the world.</p> <p>For example, to become agents of social transformation and to engage with the local community, Art and Culture students will develop a working relationship with TANA (Taller Arte del Nuevo Amanecer), a fully functioning silk-screening studio in Woodland, funded by UC Davis's Chicano/a Studies. Students will be exposed to a professional creative space, meet professional artists as well as local creatives, and realize their potential as they engage in their own experimentation to develop creatively.</p>

to be attached to course proposal



	<p>In the final unit, “Empowering Community Through Youth Participatory Action Research” (YPAR), students will work collaboratively in groups and with the local community to create projects that address social or community needs with a multicultural perspective. Students will facilitate discussions to identify community issues/needs, form teams and assign each member a specific task to oversee, research effective ways to address the community issue/need, use methods learned/developed throughout the year to manage and create the project, present their findings to the community, review community feedback and revise the project with a final critique.</p>
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Ethnic Studies Mission Statement:

In WJUSD, Ethnic Studies is the critical and interdisciplinary study of race, ethnicity and indigeneity within and beyond the United States. Our Pre-K to 12th grade curriculum must encompass multiple points of view that reflect the diversity of all of our students including race, ethnicity, sexuality, ability, gender, class etc., with a focus on the experiences and perspectives of people of color. Through our Pre-K to 12th grade course work, students will be supported to develop and utilize a critical lens to see the world and their role as a citizen in a global society.

Arts and Culture Course Description:

1. Which LCAP Goal does this course address? Explain how.

This course meets all four goals of the LCAP:

Goal 1: College and Career Readiness: Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment. How:

Upon successful completion of this course, students will:

1. earn 10 credits towards High School graduation.
2. earn 10 credits that meet UC/CSU graduation requirements for college applications criteria F.
3. earn 10 credits that meets AB 101, Ethnic Studies graduation requirement.

Goal 2: Meet Social-Emotional and Academic Needs Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive environment. How:

Upon successful completion of this course, students will:

1. This course and "Ethnic Studies, a curriculum that reflects the experiences of students of color, has a positive impact on student academic engagement, achievement, and empowerment, especially when linked with culturally responsive teaching grounded in high academic expectations (Sleeter 2011).
2. be made known to various groups and their experiences throughout art and culture. These groups will include but not be limited to race, gender, socio-economic class, sexual orientation, and gender identity.

Goal 3: Accelerate English Learner Achievement Accelerate the academic achievement and English proficiency of each English learner through an assets-oriented approach and standards-based instruction. How:

Upon successful completion of this course students will be able to:

1. Assignments will be modified to assure English Learners can read, write, speak, in their native language to assure understanding of the content while also contributing to their perspective and experience.
2. Lessons will be aligned to the EL Rise approach along with CLAD strategies.

Goal 4: Engagement and Leadership Opportunities for Youth Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community. How:
Upon successful completion of this course students will be able to:

1. class visit and/or be involved with various community-based organizations to enhance their learning and become an agent of change as a member in a global society. Examples of these organizations are (but not limited to) TANA (possible field trips), Empower YOLO, YMCA, City of Woodland, YES (Youth Empowerment Summit- Yolo County Office of Elections, Assessors, Clerk).
2. Opportunity to volunteer will count towards the 40 hours of community service towards High School Graduation.
3. Youth Participatory Action Project

II. State the rationale for this course proposal based on academic content standards. Include data that supports the need for this course.

Art and Culture is designed to cover the college applications criteria F and Ethnic Studies requirement through an Ethnic Studies framework– one that emphasizes the role of race and social justice in U.S. society and the global community. Students will leave with a more thorough understanding and comprehensive view of art's role in identity, history and current issues centering race, ethnicity and other intersectional identities in our community. This course will satisfy both the CA state standards for Visual Art and California's AB 101 Ethnic Studies high school graduation requirement. Additionally, this course meets WJUSD graduation requirement for Ethnic Studies as outlined in the adoption (2021) and will focus on the following WJUSD Ethnic Studies standards:

- Be centered on the experiences of historically marginalized communities
- Critically examine concepts such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice movements
- Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society and the connections between the two
- Empower students to advocate and become agents of social transformation by developing community responsive efforts that address the needs of the community and the world

Ethnic Studies has proven to have positive academic outcomes. According to the article “Towards an Ethnic Studies Pedagogy: Implications for K-12 Schools” from the Urban Review- Issue and Ideas for Public Education , it states that “Ethnic Studies, a curriculum that does reflect the experiences of students of color, has a positive impact on student academic engagement, achievement, and empowerment, especially when linked with culturally responsive teaching grounded in high academic expectations (Sleeter 2011). Lastly a recent study, “The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum” by the Stanford Institute for Economic Policy Research (2017), finds that Ethnic Studies increases academic outcomes, student engagement, higher attendance, probability of graduating and of enrolling in college. In the study, Thomas S. Dee, a professor at Stanford Graduate School of Education, states that there is “compelling and causally credible evidence on the power of this course to change students’ life trajectories.” ([Ethnic studies increases longer-run academic engagement and attainment. 2017.](#))

III. Write a narrative description of the course for the Course Catalog (5-8 sentences).

This course aims for students to develop a critical understanding and appreciation for art and culture from an Ethnic Studies framework— one that emphasizes the role of race and social justice in U.S. society and the global community. Students will develop a thorough understanding and comprehensive view of arts’ role in identity, society, history, and current issues centering on race, ethnicity, and other intersectional identities. This course will evaluate the question: What is the connection between art, cultural identity, activism, and social change? Students will discuss, research, and evaluate different uses of art through the four main groups of Ethnic Studies. Additionally, students will demonstrate an understanding of Ethnic Studies and the roles of their cultural identities and community through the art-making process.

This course will satisfy both the CA state standards for Visual Arts, California’s AB 101 Ethnic Studies high school graduation requirement, and the district requirement for Ethnic Studies as outlined in the adoption (2021) of the board resolution.

Overall Question for Art & Culture: What is the connection between art, cultural identity, activism, and social change?

Essential Question Cross Cutting Concepts/ Themes	What is the connection between art, cultural identity, activism, and social change? ● Public Art (Muralism, Installations, Street Art) ● Decolonizing art and centering BIPOC artists ● Counter-Narratives ● Self-expression through art ● Global Thread and the Diaspora				
Unit / Lessons 3 Weeks	Essential Questions from Standards/ Ethnic Studies Essential Questions	Critical Concepts/ Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Art Movements, Locality, etc)	Sample Assignment(s), Texts, & Projects
<p>Introduction to Art, Culture & Resistance</p> <ul style="list-style-type: none"> ● Lesson 1: Your relationship to art, culture, and identity ● Lesson 2: What is Ethnic Studies and its relationship to art? ● Lesson 3: Colonization and decolonization of art and public spaces. 	<ul style="list-style-type: none"> ● What factors prevent or encourage people to take creative risks? ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What is your relationship with art through your identity and others? ● How does art play a role in life? ● How does art help us understand the lives of people of different times, places, and cultures? 	<ul style="list-style-type: none"> ● What is Ethnic Studies? ● What is art and Culture? -Colonialism (How have we looked at history?) -Cultural Appropriation -Decolonize -Counter-narratives ● What is Identity? ETHS Tenets: <ul style="list-style-type: none"> ○ Identity/Intersectionality 	<p>1.1 Adv.VA:Cr1.1 Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p>1.2 Adv.VA:Cr1.2 Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> <p>6. Adv.VA:Pr6 Curate a collection of objects, artifacts, or artwork to</p>	<ul style="list-style-type: none"> ● History of Ethnic Studies through art ● Ethnic Studies Tenets Overview ● Identity ● Exploration: Self, Interpersonal, and others ● The evolution of resistance art ● The influence of community art ● Art as Activism ● Public art in Woodland/Yolo ● KEY VOCABULARY <ul style="list-style-type: none"> ○ Ethnic Studies ○ Colonization 	<ul style="list-style-type: none"> ● Sketchbook Work ● Poetry and Music ● Student Survey/Inventory ● Funds of Knowledge ● Land and art ● Acknowledgement ● Read Woodland Ethnic Studies ● Mission Statement ● Discuss confederate statues ● My Culture Is NOT A Costume Teen Vogue ● Art tour of school campus: How is art being expressed? ● The story of Anish Kapoor

	<ul style="list-style-type: none"> • What responsibilities come with the freedom to create? • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • What can we learn from our responses to art? • Where and how do we encounter images in our world? • How do images influence our views of the world? • How can the viewer “read” a work of art as text? 	<ul style="list-style-type: none"> ○ Social Justice & Democratic Project ○ Resistance, Liberation, & Celebration ○ Community & Culturally Responsive ○ Relationship of Power Between Indigenous, Black, People of Color & U.S. Society ○ Healing, Regenerative, Wellness & Thriving ○ Indigenize & Decolonize Third-World & International Solidarity 	<p>impact the viewer’s understanding of social, cultural, and/ or political experiences.</p> <p>Subnote: Acc.VA:Pr6 Make, explain, and justify connections between artists or artwork and social, cultural, and political history</p>	<ul style="list-style-type: none"> ○ Decolonization ○ Intersectionality ○ Cultural Identity ○ Activism ○ Appropriation ○ Counter Narratives ○ Identity 	<ul style="list-style-type: none"> • Guerilla Girls: Whose art is seen in galleries and museums and who is not? • Influence of corporate branding -positive and negative influences • -Designs/Brands/Clothing -Fashion • <u>Principle of Contemporary Art: Appropriation vs. Cultural Appropriation</u> • <u>Identity Unit and Project</u>
<p>Essential Question</p> <p>Cross Cutting Concepts/ Themes</p>	<p>What is the connection between art, cultural identity, activism, and social change?</p> <ul style="list-style-type: none"> • Public Art (Muralism, Installations, Street Art) • Decolonizing art and centering BIPOC artists • Counter-Narratives • Self-expression through art • Global Thread and the Diaspora 				
<p>Unit / Lessons</p> <p>5- 6 Weeks</p>	<p>Essential Questions from Standards/ Ethnic Studies Essential Questions</p>	<p>Critical Concepts/ Ethnic Studies Tenets</p>	<p>Content Standards</p>	<p>Key Content (Vocab, Art Movements, Locality, etc)</p>	<p>Sample Assignment(s) & Texts</p>

<p>Xicanx/ Latinx Resistance Art</p> <ul style="list-style-type: none"> ● Lesson 1: Chicano Art Movement ● Lesson 2: Contemporary Chicana Artists ● Lesson 3: Woodland Community Art ● Lesson 4: Student Art Project Inspired by Xicanx and Latinx Art & Social Change 	<p>How do objects, places, and design shape lives and communities?</p> <p>How do artists and designers create works of art or design that communicate effectively?</p> <ul style="list-style-type: none"> ● How does engaging in creating art enrich people's lives? ● How does making art attune people to their surroundings? ● How do people contribute to awareness and understanding of their lives and the communities through artmaking? ● How is art used to impact the views of a society? 	<ul style="list-style-type: none"> ● What is art and Culture? - Counter-narratives ● What is Identity? ETHS Tenets: <ul style="list-style-type: none"> ○ Identity/ Intersectionality ○ Social Justice & Democratic Project ○ Resistance, Liberation, & Celebration ○ Community & Culturally Responsive ○ Relationship of Power Between Indigenous, Black, People of Color & U.S. Society ○ Healing, Regenerative, Wellness & Thriving ○ Indigenize & Decolonize Third-World & International Solidarity ○ Sacred ○ Intergenerational 	<p>2.3 Adv.VA:Cr2.3</p> <p>Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/ or empowers people's lives.</p> <p>6. Adv.VA:Pr6 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/ or political experiences.</p> <p>Subnote: Acc.VA:Pr6 Make, explain, and justify connections between artists or artwork and social, cultural, and political history</p> <p>10 Adv.VA:Cn10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p>11 Adv.VA:Cn11 Assess the impact of an artist or a group of artists on the</p>	<ul style="list-style-type: none"> ● Collaboration & Community Empowerment ● Chicano Movement and Art: Teatro Campesino, Dolores Huerta, UFW, Rolas de Aztlan ● RCAF ● ASCO ● Sacramento Poderosas Collective ● Los Four ● Chicano Park ● LA Walkouts ● TANA ● -Dia de muertos exhibit ● Undocumented Movement ● Lowrider Culture ● Chicana Feminism ● Mexican Muralistas 	<ul style="list-style-type: none"> ● Sketchbook Work ● Poetry ● Chicano Park (1988) ● THE ART OF STORYTELLING—FAVIANNA RODRIGUEZ ● Voice of Art - Migration Is Beautiful. Pt. 1 - YouTube ● https://magazine.artland.com/decolonizing-identity-through-latin-american-visual-art/ ● NEED FUNDING for field trip to Chicano Park ● Sacramento Poderosas ● TANA ● Murals in Woodland <ul style="list-style-type: none"> ○ Article ● Favianna Rodriguez ● Frida Kahlo ● Yolanda Lopez ● Crystal Galindo ● Alma Lopez ● Judy Baca ● Diego Rivera ● David Alfaro Siqueiros ● Jose Clemente Orozco
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				beliefs, values, and behaviors of a society		<ul style="list-style-type: none"> • Artist Elyse Doyle-Martinez (Brown Issues) • Chicana/Latinx Resistance Art Unit • Resistance Linocut Project • Dia de Muertos Project
Essential Question	What is the connection between art, cultural identity, activism, and social change?					
Cross Cutting Concepts/ Themes	<ul style="list-style-type: none"> • Public Art (Muralism, Installations, Street Art) • Decolonizing art and centering BIPOC artists • Counter-Narratives • Self-expression through art • Global Thread and the Diaspora 					
Unit / Lessons 4 Weeks	Essential Questions from Standards/ Ethnic Studies Essential Questions	Critical Concepts/ Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Art Movements, Locality, etc)	Sample Assignment(s) & Texts	
Indigenous Arts & Resistance within the Americas	<ul style="list-style-type: none"> • How do objects, places, and design shape lives and communities? • How do artists and designers create works of art or design that communicate effectively? • How does engaging in creating art enrich people's lives? 	<ul style="list-style-type: none"> • What is art and Culture? - Counter-narratives • What is Identity? ETHS Tenets: <ul style="list-style-type: none"> ○ Identity/ Intersectionality ○ Social Justice & Democratic Project ○ Resistance, Liberation, & Celebration 	<p>2.3 Adv.VA:Cr2.3 Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/ or empowers people's lives.</p> <p>6. Adv.VA:Pr6 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social,</p>	<ul style="list-style-type: none"> • North Western Indigenous Coastal Clans - form line art • Local/California Indigenous History • Local- Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. 	<ul style="list-style-type: none"> Lesson Format → Region → Art Forms (5-7 groups) → Contemporary Artists: Wendy Red Star, Lyn Risling, Jaune Smith, Marie Watt, Charlene Teters → Resistance & Social Change 	<ul style="list-style-type: none"> • Place and Belonging Unit

<ul style="list-style-type: none"> ● Lesson 2: Overview of Meso-American Indigenous Art Forms, Contributions & Social Change ● Lesson 3: Overview of South American Indigenous Art Forms, Contributions & Social Change ● Lesson 4: Student Art Project Inspired by Indigenous Art & Social Change 	<ul style="list-style-type: none"> ● How does making art attune people to their surroundings? ● How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? ● How is art used to impact the views of a society? ● How does art preserve aspects of life? 	<ul style="list-style-type: none"> ○ Community & Culturally Responsive ○ Relationship of Power Between Indigenous, Black, People of Color & U.S. Society ○ Healing, Regenerative, Wellness & Thriving ○ Indigenize & Decolonize ○ Third-World & International Solidarity ○ Sacred ○ Intergenerational 	<p>cultural, and/ or political experiences.</p> <p>Subnote: Acc.VA:Pr6</p> <p>Make, explain, and justify connections between artists or artwork and social, cultural, and political history</p> <p>10 Adv.VA:Cn10</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p>11 Adv.VA:Cn11 Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society</p>	<ul style="list-style-type: none"> ● Contemporary Art by Native Peoples of the Americas ● Native Resistance Art - Land Back Movements ● Threat to the Amazon and Indigenous people in Brazil ● Indigenous textile art in Argentina ● We are not Mascots ● Missing Daughters activism ● Indigenous Music, Song and Dance 	<ul style="list-style-type: none"> ● Sketchbook Work ● Poetry/Music ● Pottery ● Oaxacan Alebrije ● Alebrije 3D Project ● https://www.artsy.net/article/artsy-editorial-11-influential-native-american-artists ● Little 2 Little 3 Little Injuns..... ● Peter Pan - What Makes The Red Man Red (English) ● Argentina and Brazil Curriculum Project ● Video: Indigenous Resistance, Cultural Appropriation, and Land Art Histories: Women of Land Art Symposium ● Video: The Land Carries our Ancestors ● Audio: Listen to Artists talk about their work and experiences as Native American ● Native American Heritage Commission
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					<ul style="list-style-type: none"> ● Article: Indigenous Latin American Female Artists ● Video: Indigenous Enterprise, Powwow ● Video: Indigenous Music, Song and Dance
Essential Question Cross Cutting Concepts/ Themes	What is the connection between art, cultural identity, activism, and social change? <ul style="list-style-type: none"> ● Public Art (Muralism, Installations, Street Art) ● Decolonizing art and centering BIPOC artists ● Counter-Narratives ● Self-expression through art ● Global Thread and the Diaspora 				
Unit / Lessons 4 -5 Weeks	Essential Questions from Standards/ Ethnic Studies Essential Questions	Critical Concepts/ Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Art Movements, Locality, etc)	Sample Assignment(s) & Texts
Black is Beautiful: Contributions of African American/ Black Art to U.S. Culture <ul style="list-style-type: none"> ● Lesson: 1 Harlem Renaissance ● Lesson: 2 Civil Rights Movement 	How do objects, places, and design shape lives and communities? How do artists and designers create works of art or design that communicate effectively? <ul style="list-style-type: none"> ● How does engaging in creating art enrich people's lives? ● How does making art attune people 	<ul style="list-style-type: none"> ● What is art and Culture? - Counter-narratives ● What is Identity? ETHS Tenets: <ul style="list-style-type: none"> ○ Identity/ Intersectionality ○ Social Justice & Democratic Project ○ Resistance, Liberation, & Celebration 	2.3 Adv.VA:Cr2.3 Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/ or empowers people's lives. 6. Adv.VA:Pr6 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social,	- Harlem Renaissance artists and Exploration of Contemporary Black Artists - Civil Rights: Photography/docu mentation, activism/posters, capturing history/empowering history through photography	<ul style="list-style-type: none"> ● Sketchbook Work ● Poetry ● Black is Beautiful: The Emergence of Black Culture and Identity in the 60s and 70s ● Contemporary African American/Black Research ● Contemporary Black Portrait Artists Slide ● Romare Bearden Lesson

<ul style="list-style-type: none"> ● Lesson: 3 Contemporary Black artists ● Lesson 4: Student Art Project Inspired by Black Art & Social Change 	<p>to their surroundings?</p> <ul style="list-style-type: none"> ● How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? ● How is art used to impact the views of a society? 	<ul style="list-style-type: none"> ○ Community & Culturally Responsive ○ Relationship of Power Between Indigenous, Black, People of Color & U.S. Society ○ Healing, Regenerative, Wellness & Thriving ○ Indigenize & Decolonize ○ Sacred ○ Intergenerational 	<p>cultural, and/ or political experiences.</p> <p>Subnote: Acc.VA:Pr6 Make, explain, and justify connections between artists or artwork and social, cultural, and political history</p> <p>10 Adv.VA:Cn10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p>11 Adv.VA:Cn11 Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society</p>	<ul style="list-style-type: none"> ● Street Art and Origins of Hip Hop: Break Dancing 	<ul style="list-style-type: none"> ● <u>Documentary: Against The Odds Artists Of The Harlem Renaissance</u> ● <u>YouTube · Harlem Renaissance - Roaring 20's</u> ● <u>National Gallery of Art</u> *Viewed Civil Rights Slide Show ● <u>Learning for Justice Website</u> ● <u>Titus Kaphar TED Talk</u> ● Black is Beautiful ● <u>Unit</u> ● <u>Zine Project</u> ● Romare Bearden ● David Hammons ● Betye Saar ● Jacob Lawrence ● Zora Neale Hurston ● Augusta Savage ● Louis Armstrong (music) ● Duke Ellington (music) ● - Cont. Artists: Mildred Thompson ● Benny Andrews ● Edward L. Loper, Sr. ● Ellis Ruley ● LaToya M. Hobbs ● Brandan "BMike" Odums
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					<ul style="list-style-type: none"> ● Delita Martin ● Beauford Delaney ● Deborah Roberts ● Renee Stout ● Cameron Kirkland ● Michaela Pilar Brown ● Purvis Young ● Joe Willie Smith ● Tiana Conyers ● Kara Walker ● Titus Kaphar ● Kehinde Wiley ● Bisa Butler ● Amy Sberald ● Kadir Nelson ● Basquiat, Kara Walker, ● Co-conspirators: Banksy, Keith Haring 	
Essential Question Cross Cutting Concepts/ Themes	Unit / Lessons 4 Weeks	Essential Questions*/ Critical Concepts	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Case Study, Major Events, Locality, etc)	Sample Assignment(s) & Texts
What is the connection between art, cultural identity, activism, and social change? <ul style="list-style-type: none"> ● Public Art (Muralism, Installations, Street Art) ● Decolonizing art and centering BIPOC artists ● Self-expression through art ● Global Thread and the Diaspora 		<ul style="list-style-type: none"> ● What is art and Culture? - Counter-narratives 	2.3 Adv.VA:Cr2.3 Demonstrate in works of art or design how visual and material culture	<ul style="list-style-type: none"> ● What is "Pan Asian"/map of Asia (encyclocraftsap.r map) 	<ul style="list-style-type: none"> ● Sketchbook Work ● Poetry ● The Encyclopedia of Crafts in Asia Pacific Region 	

<p>Lesson 1: Pan Asian American Experiences & Context</p> <p>Lesson 2: Pan Asian Historical and Contemporary Context</p> <p>Lesson 3: Student Art Project Inspired by Pan Asian Art & Social Change</p>	<p>How do artists and designers create works of art or design that communicate effectively?</p> <ul style="list-style-type: none"> ● How does engaging in creating art enrich people's lives? ● How does making art attune people to their surroundings? ● How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? ● How is art used to impact the views of a society? 	<ul style="list-style-type: none"> ● What is Identity? <ul style="list-style-type: none"> ETHS Tenets: <ul style="list-style-type: none"> ○ Identity/Intersectionality ○ Social Justice & Democratic Project ○ Resistance, Liberation, & Celebration ○ Community & Culturally Responsive ○ Relationship of Power Between Indigenous, Black, People of Color & U.S. Society ○ Healing, Regenerative, Wellness & Thriving ○ Indigenize & Decolonize ○ Third-World & International Solidarity ○ Sacred ○ Intergenerational 	<p>defines, shapes, enhances, inhibits, and/or empowers people's lives.</p> <p>6. Adv.VA:Pr6 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.</p> <p>Subnote: Acc.VA:Pr6 Make, explain, and justify connections between artists or artwork and social, cultural, and political history</p> <p>10 Adv.VA:Cn10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p>11 Adv.VA:Cn11 Assess the impact of an artist or a group of artists on the</p>	<ul style="list-style-type: none"> ● Current Issues ● Asian American Diaspora ● Asian Hate/post 911 ● Muslim Art/Ramadan - language connections with Spanish Japanese Art ● Woodblock Prints ● The Middle Eastern experience post 911 (ex. USA Flags in gas station windows) ● Asian Hate post COVID (History: Japanese Internment Camps, 1882 Chinese Exclusionary Act, burning of Chinatown(s)) ● Highlighting Pan Asian artists 	<ul style="list-style-type: none"> ● Asian American Arts Alliance ● The Guardian article on Misha Japanwala Alliance for California Traditional Arts ● 7 Artists Using Art to Empower Women Japanese American Internment ● SOLIDARITY STORIES ● Why Islamic art is key in understanding Muslim identity https://www.antiraciststartteachers.org/artists/pacific-islander-southeast-asian-artists ● Lily Havey (Japanese internment artist) Amal Abu Al-Sabah (Palestinian artist) ● Anila Quayyum Agha ● Canceled Palestinian artists: Samia Halaby, Emily Jacir, Adania Shibli, Nada Ghosn. ● Mau Mau Tinn (Burmese Artist) ● Ai Wei Wei (Chinese artist)
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				beliefs, values, and behaviors of a society		
Essential Question	What is the connection between art, cultural identity, activism, and social change?					
Cross Cutting Concepts/ Themes	<ul style="list-style-type: none"> ● Public Art (Muralism, Installations, Street Art) ● Decolonizing art and centering BIPOC artists ● Self-expression through art ● Global Thread and the Diaspora 					
Unit / Lessons 4 Weeks	Essential Questions*/ Critical Concepts	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Case Study, Major Events, Locality, etc)	Sample Assignment(s) & Texts	
Pacific Islander & Oceana Cultural Expressions	<p>How do objects, places, and design shape lives and communities?</p> <p>How do artists and designers create works of art or design that communicate effectively?</p> <ul style="list-style-type: none"> ● How does engaging in creating art enrich people's lives? ● How does making art attune people to their surroundings? ● How do people contribute to awareness and understanding of their lives and the 	<ul style="list-style-type: none"> ● What is art and Culture? - Counter-narratives ● What is Identity? ETHS Tenets: <ul style="list-style-type: none"> ○ Identity/ Intersectionality ○ Social Justice & Democratic Project ○ Resistance, Liberation, & Celebration ○ Community & Culturally Responsive ○ Relationship of Power Between Indigenous, 	<p>2.3 Adv.VA:Cr2.3 Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/ or empowers people's lives.</p> <p>6. Adv.VA:Pr6 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/ or political experiences.</p> <p>Subnote: Acc.VA:Pr6 Make, explain, and justify connections</p>	<ul style="list-style-type: none"> ● Map of the Pacific Islands ● Ancestral knowledge ● Cultural/Sacred/Ceremonial Performances ● History of colonization- to current issues ● Land and water stories and the intersection of cultural identity (Aloha 'Aina) ● Tattoos/tatau and symbolic meanings ● Contemporary Artists 	<ul style="list-style-type: none"> ● Sketchbook Work ● Poetry ● The Encyclopedia of Crafts in Asia Pacific Region ● Kalama Valley Photography ● Like a Mighty Wave: A Mauna Kea film ● Hawai'i - Slack key and the Second Hawaiian Resistance ● Reclaiming the Culture Through Hula ● Hawaiian Alphabet & Pronunciation Guide ● Converse slides - in progress 	
<ul style="list-style-type: none"> ● Lesson 1: Exploring the culture and art of Hawaii's Resistance Movement ● Lesson 2: The Sacredness of Tattooing ● Lesson 3: Artist Research on Contemporary Pacific Islander/ American Artists 						

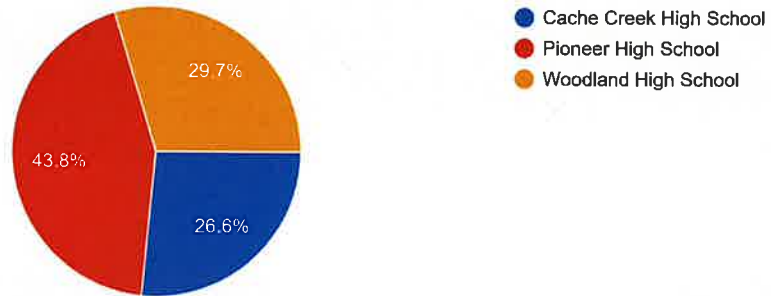
<ul style="list-style-type: none"> ● Lesson 4: Student Art Project Inspired by Pacific Islander & Oceania Art & Social Change 	<p>lives of their communities through artmaking?</p> <ul style="list-style-type: none"> ● How is art used to impact the views of a society? 	<p>Black, People of Color & U.S. Society</p> <ul style="list-style-type: none"> ○ Healing, Regenerative, Wellness & Thriving ○ Indigenize & Decolonize ○ Third-World & International Solidarity ○ Sacred ○ Self-Determination & Sovereignty ○ Intergenerational 	<p>between artists or artwork and social, cultural, and political history</p> <p>10 Adv.VA:Cn10</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p>11 Adv.VA:Cn11 Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society</p>		<ul style="list-style-type: none"> ● Anapa Nui at Yolo Arts (Polynesian Dancers, Woodland) ● Hawaiian Mythology - Sacred Texts
<p>Essential Question</p> <p>Cross Cutting Concepts/ Themes</p> <p>Unit / Lessons 4 -5 Weeks</p>	<p>What is the connection between art, cultural identity, activism, and social change?</p> <ul style="list-style-type: none"> ● Public Art (Muralism, Installations, Street Art) ● Decolonizing art and centering BIPOC artists ● Self-expression through art ● Global Thread and the Diaspora 	<p>Ethnic Studies Tenets</p>	<p>Content Standards</p>	<p>Key Content (Vocab, Case Study, Major Events, Locality, etc)</p>	<p>Sample Assignment(s) & Texts</p>

<p>Empowering Community Through Youth Participatory Action Research Art Project</p> <ul style="list-style-type: none"> ● Lesson 1: Building Community & Introducing YPAR ● Lesson 2: Identifying Community Issues & Forming Teams ● Lesson 3: Research ● Lesson 4: Applying Research to Art Projects ● Lesson 5: Community Presentations 	<ul style="list-style-type: none"> ● What role does persistence play in revising, refining, and developing work? ● How do artists grow and become accomplished in art forms? ● How does collaboratively reflecting on a work help us experience it more completely? ● Why do people value objects, artifacts, and artworks, and select them for presentation? ● What methods, processes, and criteria are considered when preparing artwork for presentation, preservation, portfolio, or collection? 	<ul style="list-style-type: none"> ● What is art and Culture? - Counter-narratives ● What is Identity? <p>ETHS Tenets:</p> <ul style="list-style-type: none"> ○ Identity/Intersectionality ○ Social Justice & Democratic Project ○ Resistance, Liberation, & Celebration ○ Community & Culturally Responsive ○ Relationship of Power Between Indigenous, Black, People of Color & U.S. Society ○ Healing, Regenerative, Wellness & Thriving ○ Indigenize & Decolonize ○ Sacred ○ Intergenerational 	<p>3 Adv.VA:Cr3 Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision</p> <p>4 Acc.VA:Pr4 Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>5 Acc.VA:Pr5 Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>6. Adv.VA:Pr6 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/ or political experiences.</p> <p>Subnote: Acc.VA:Pr6 Make, explain, and justify connections</p>	<p>-What is YPAR?</p> <ul style="list-style-type: none"> -Case study examples (global/local) -Methods of research -Applications -Community Presentations and Reflections and Celebration 	<p>Revisit Land, Ancestor and Art acknowledgment</p> <ul style="list-style-type: none"> ● Expression of community: document community, artist statement ● List of Icebreakers in first week ● WHS/PHS/CC Art show at: ● TANA ● Yolo Library ● Mural/WHS/PHS/CC ● Local/community collaborative school site art show ● YPAR resources: <p>https://www.youtube.com/watch?v=pvsNeK1bbss</p> <p>https://vimeo.com/22363812</p> <p>https://www.youtube.com/channel/UJCZC-eu9QJdMC4zFtY6MZ5Q</p> <p>https://www.youtube.com/channel/UJCZC-eu9QJdMC4zFtY6MZ5Q</p> <p>https://www.instagram.com/maa_collective/</p>
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	<ul style="list-style-type: none"> ● How does assessing choices for presentation affect its meaning to the viewer? ● How and why might criteria vary? ● How is a personal preference different from an evaluation? ● How does engaging in creating art enrich people's lives? ● How does making art attune people to their surroundings? ● How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking? ● How is art used to impact the views of a society? 		<p>between artists or artwork and social, cultural, and political history</p> <p>9 Adv.VA:Re9 Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p> <p>10 Adv.VA:Cn10 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>	<p>http://yparhub.berkeley.edu/ypar-in-action/</p>
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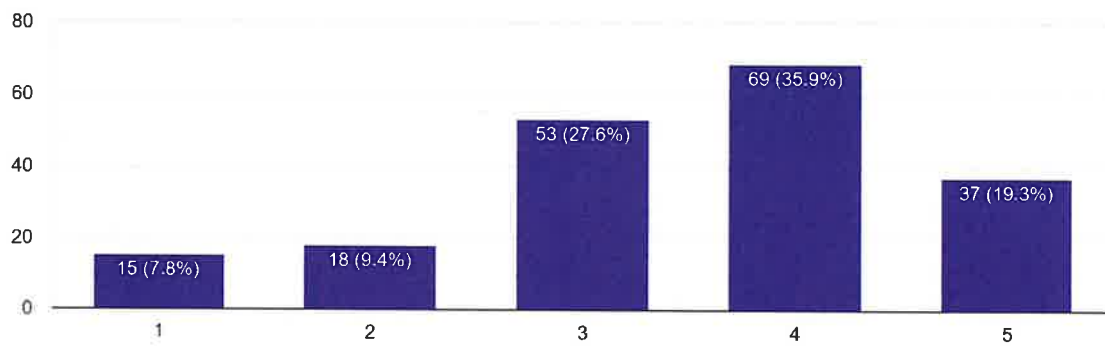
Which school do you attend?

192 responses



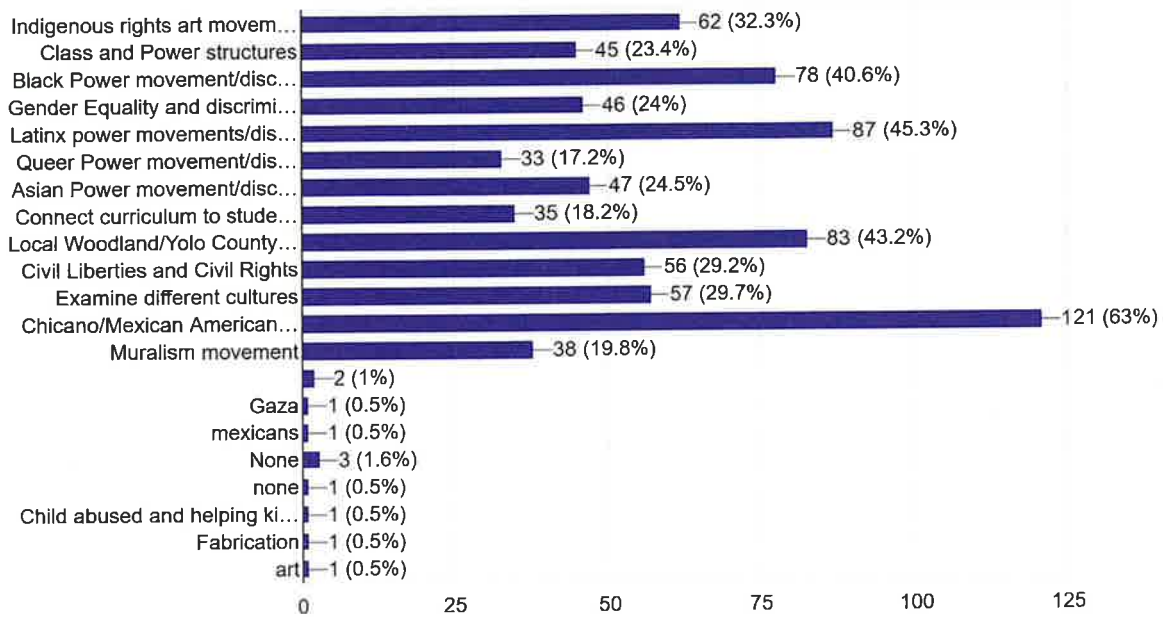
After reviewing the course outline for the revised Art and Culture course, how interesting does this course sound?

192 responses



Which topic(s) were you most interested in, or which would be most useful?

192 responses



Is there anything you'd like to see/learn that we missed in revising this course? (explain below)

I would like to learn more about how art started.

Nothing yet

I would like to learn more about Japanese and Norse history and art

More hands on art

I would like to learn more about the black community.

I would like to see the movements of people and how they overcame discrimination, how they used their power, and more.

No the curriculum as of now seems very comprehensive and doesn't necessarily seem like anything in particular would need to be added

No, I think those are good.

I think the course overall is okay. The only thing I have a slight problem with is the lack of art classes I can continue to do after art and culture. All of the art classes that appealed to me for next year all needed the prerequisite of Color and design. I believe Art and culture should be a class that would allow you to do the classes such as ceramics and jewelry art. And if not, there should be a option to have an appeal form to be able to take these classes. Unlike other classes such as math and history, art is something that people could have prior experience on.

I think I would like to learn more about old art work

What questions did we forget to ask you? Is there any other feedback you'd like to give us?

Give more time to do work and dont be so harsh on the grading.

I'd like to see group presentations be a choice and if students want to do projects or presentations individually they should be able to.

The only feedback I have is that I enjoyed the lessons we did on coloring and design and really wished that there were just a few more of those.

Great job!