

(Teaching)Art And Social Change Senior Capstone

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Course Description: Art and Social Change

Some of the essential questions driving the curriculum of this Capstone are: How can Art be a force for social change? What is change and how does it occur? What models of thinking do we use to reflect and structure models of change? What limits, if any, should there be to how we, how Art affects change? What are the differences between change and voice? What are the differences between protest and change? How do Change and Art intertwine and affect our lives? What models of change should we choose and when? And, in the spirit of Paul Loeb and John Steinbeck, When if ever are we NOT responsible for one another? **Here's the first assignment and "final" exam: Answer these questions- and the "so what?"**

The working Thesis for this class is that for Art, or indeed anything/anyone, to effect change in a society the work/ideas must be palatable to the majority, real and tangible in terms of outcomes and sustainable over time. We never get far when we try to change using hate, anger, force or such "clubs."

This course is open to anyone intrigued with the questions raised by public Art (and possibilities of Art) in our society. This capstone should be of particular value and interest to students who have a desire to teach, create, work collaboratively and inspire.

Students will develop Art Literacy lessons to teach/be taught in underprivileged public schools. A web site of these lessons will be created and published as a teacher resource. This course will require some flexibility on the part of the students when/if it comes to the scheduling of the Art Literacy lesson-teaching component.

All Capstones Share Three Important Features:

- 1) Interdisciplinary groups of students.
- 2) Using their skills and understandings from University Studies and their major to address a real community issue or need.
- 3) Produce a Summation Product.

How does this apply to us?

The primary focus will be investigating the Arts, its affects and effects in society individually, in groups and as a class. In this capstone you will be creating a final product which will culminate in an Art Literacy website (and possible teaching of an Art Literacy Lesson). In addition we will look at the issues surrounding EDUCATION/TEACHING and LEARNING and how they intertwine and intersect with social issues, CHANGE and ART. The class may seem a bit IMPRESSIONISTIC (no art pun intended) at first which is ok because as one of my favorite

mentor teachers is fond of saying, "Confusion is the sign of an open mind." So be willing to be a little confused, challenged, open and above all thoughtful and honest.

Student Learning Objectives:

The process of comprehending and developing the Art Literacy lesson to teach in our Partner School(s) and translate to a web page(s) will be the vehicle for reaching a number of educational goals.

Build upon and expand our understanding of Art and Society. (UNST Critical Thinking)
Knowledge and development of strategies for analysis of the Arts. (UNST CT)
Understanding of social and cultural roles of the Arts. (UNST Social Responsibility)
Knowledge of the power and potential of the Arts in Society. (UNST Diversity)
Effective presentation methods for a variety of audiences. (UNST Communication Goal)
Using a discipline specific perspective to create a personal orientation for understanding the Arts and its role in society.
Accept criticism, listen to classmate's viewpoints, be flexible and tolerant of other views, and participate in discussions with reasoned facts.

Learning Methods - Emphasis on Inquiry Methods and Disciplined Based Art Education

Individual Assignments - These will be largely written in nature and will contribute to your individual and your group's final products. Attendance is mandatory as is class participation.

Group Work - Individuals will combine their expertise in group work in critique sessions and feedback sessions. Groups will also be responsible for in class lessons, and other activities/assignments. I will ask for e-mail check-ins from individuals and groups of individual and group lessons as they develop, as well as grade check ins, reflections and wows and woes regarding class.

Class Work - In class we will discuss and develop strategies and approaches in Art Literacy and teaching methods; share these in discussions and work together as a unified whole group.

Individual Assignments - Essentially, these will be the materials you develop (your Art Literacy Lesson) for the web site. In addition to the assigned Art Literacy lesson components you should include strategies and methods you will offer as possibilities for teachers to engage students in critical discourse with Art and Society through handouts, visuals, videos and other appropriate resources for teachers to use with their students.

Community Interaction - We may be using high school students (**we will definitely be using our best resources i.e. Ourselves!**) in critique protocol sessions at least once before the actual teaching/development of the web site/ lesson itself. TBA. This should be helpful on a number of levels, not the least of which will be in determining the relevancy of your methods and information.

Recommended Readings and Texts

You will be bringing in one article /text to share with the class (more on that later) other than that I will strongly recommend that you get the book **SOUL OF A CITIZEN** (or **any other book**) by **Paul Loeb**. We will occasionally discuss this book and refer to it's concepts in class, as I will bring in some excerpts for us to read together - but mainly this is for you to read to help you expand and challenge your ideas and thinking about our culture, our society, our world the **CONCEPT** of **CHANGE** and your place in **ALL** of this. To confront the cynicism in you and around you, remember the cliché

scratch a cynic and you find a romantic? I will also ask you to keep track of what you read and show you some methods for this-ALWAYS challenge yourself (who else is supposed to do this...hmmmm?) Challenge what you believe, what you read, think, say, do...

Assessment Grading and Evaluation

Attendance and Participation - You are expected to attend all classes on all scheduled days. Missing more than one class on either day may result in a docked grade. In addition to attending class you may commit to teaching a lesson at a school site. Regular class participation is a crucial element in the learning process. It is not possible to participate if one is absent. However, it is possible to attend class and not participate, therefore consistent and meaningful participation is required both in class and in class group work. Participation will help you construct knowledge and demonstrate meaning.

Grading: I know that students are coming to this class with a range of experience with art. I will **not** grade by comparing student artwork (or any other work), but by individual effort and growth. Evaluation will be based on (but not limited to**) the following:

- ❖ **Attendance, effort, and participation** – This is a major part of the grade. **If you MUST miss a class, you will need to talk or write to me and make up all possible work. (Preferably before the absence)**
- ❖ Timely completion and thoughtfulness of all **assignments**.
- ❖ Development and Completion of the Community Teaching Component
- ❖ Working with our Community partner/School
- ❖ Feedback and Reflections on/from Community/School Teaching/Teachers
- ❖ Check In Conferences and Mid Term Self Grades
- ❖ Thoughtfulness and quality of Personal Artist/**Teacher Resource Assignment**.
- ❖ Organization, completeness, and quality of the Personal Artist/**Teacher Resource Assignment**– I suggest saving all class notes, handouts, projects, etc. You will also need to find resources on your own.
- ❖ Portfolio of work and Final Class Exhibition
- ❖ Installations for Social Change/Moment of Change Circle
- ❖ Final Self and Class Evaluation
- ❖ The “SO WHAT?”
- ❖ The 2nd Best Cesar Salad in the ...?
- ❖ ** Let’s talk about Grading!!!!

To receive an A, a student must complete **all assignments** well, include extra resources in their Personal Artist/Teacher Resource, teach a lesson at a school with their group, participate well in group activities, **and communicate with the teacher about any problems which lead to absences, tardiness, or other problems with the class.**

Teaching Art and Social Change Capstone

Weekly Syllabus

(Unless other wise noted or stated in class all Assignments ☺
Are due the following class)

Week 1

Class 1:

- Introductions, Why this Capstone? Hope to learn and Not Learn (Whip Method) General Syllabi Highlights-Absences, Grading and Assessment
- ☺ Assignment- Pre-Assessment Course EQ Questions
- ☺ Assignment Circle Either or Model of Thinking and CHANGE
- ☺ Social Art?
- ☺ Change “Circle”

Class 2 :

- Change “Circles
- What makes a healthy discussion?
- EQ Share A/B inquiry Method and Debrief
- Silent Graffiti Method (chalk talk) Functions and Purposes/Debrief
- ☺ Bring and Object that represents how Art functions in your life

Week 2

- Class 1-What it means to be a Critic Assignment and Art in Context Gallery Show
- ☺ Two written pieces of Criticism due
- Object Share

Class 2:

- ☺ Teacher Resource Assignment Introduction and Art Literacy Method
- ☺ Defining Your Aesthetic PPT Assignment
- (we will schedule presentations and workshop/critique time for these)

Week 3

Class 1:

- Theories of Art
- ☺ Analogies and Metaphors Models of Thinking and Assignments
- ☺ Mark Lombardi and Concept Maps as Art Concept Map Assignment
- Group Concept map, What is a CONCEPT anyway?
- A little history of DBAE and Art in the Public Schools

- ☺ Paul Loeb Article Annotations and Responses
- ☺ Criticism Paper Shares and Assessment Assignment

Class 2:

Concept Maps Shares and

- ☺ Concept Visual Assignment/ Appropriations = Education, Change and...

Small group to Large Group Method Paul Loeb Article and Last Word Protocol + Debrief

Notebook/Portfolio Assignment Check

Week 4

Class 1:

Criticism and Critique Do's and Don'ts of Concept Pieces

Gallery Method, Artist Statements

What is change and how does it occur? EQ Inside Outside

T Chart Model of thinking and ☺ the Venn Diagram

Class 2:

- ☺ Three Ways to READ a Visual Assignments

- ☺ You Have the RIGHT Class Assignment and Installation

Barbara Kruger ☺

Text and Visuals

Week 5

Class 1:

- ☺ Jenny Holzer and Truisms Assignment

Model of thinking and change=THE SYLLOGISM

EQs=What models of thinking do we use to reflect and structure models of change?

What models of change should we choose and when?

Silent Graffiti=Brainstorm

- ☺ Moment of Change Assignment/Model and ...

- ☺ Mid Term Self and Class Evals

Class 2:

- ☺ Culture Scripts

Workshop Teacher Resource PPT

Mini Conferences

Week 6

- ☺ Compass Points

Class 1- What makes a GREAT TEAM / GROUP EXPERIENCE?

EQ=How is Art a force for Social change?

What limits if any?

- ☺ damali ayo and Stereotypes Assignment

- ☺ Kara Walker
- ☺ Chris Burden SHOCK US ASSIGNMENT or
- ☺ Santiago Sierra
- ☺ Marco Evaristti and THE FISH BLENDER ETC ASSIGNMENT

Class 2:

- ☺ Introduction of Three Minute Teaching Lessons
- Forming Teaching Groups for CLC
- ☺ More Critiques and Individual Installations Assignment
- Workshop Time Groups Brainstorm Lessons
- Community Teaching Partner?

Week 7

Class 1:

- Three Minute Teaching Lessons
- Workshop Developing Lessons for CLC and Critiques / Brainstorms
- Notebook/Portfolio Check Ins?

Class 2:

- ☺ Our “Installations” Scavenger Hunt!!!????
- Group Installation...
- Lessons?
- Culture Scripts and Windows ala Chomsky
- Group/Individual Workshop Time

Weeks 8 and 9 (All Classes)

- Teaching at CLC and EQ Discussions
- Student Lead
- ☺ Bring an Article/Piece of Text Assignment
- ☺ Revisiting An Assignment Assignment/Our Class Art Show
- ☺ Self Evals and Class Check ins Mini Conferences

Week 10

Class 1:

Models of Change/Models of Thinking

- ☺ Final Group Art and Moment of Change Circle
- Dinner Notes

Class 2:

- Dinner On Me, watch the use of prepositions
- Official Evaluations

Disclaimer - Although every effort has been given by your instructor to organizing and anticipating class activities to facilitate a successful final product, please be aware that because of the individual nature of your studies this syllabus (much like we ourselves) is a “living document”. Changes will be inevitable, but confusion will be (hopefully) minimal.