Teaching Diversity Through Art Fall 2022

Pluralism and the Content of the Art Curriculum

CELEBRATING PLURALISM: Chapter 4, Group B

Molly, Elena, Mariah, and Andres

Handout

Key Concepts:

- 1. An aesthetic inquiry is important in teaching multicultural art.
- 2. Art is meant to serve different purposes for everyone.
- 3. There is no single history of art, it is a diverse melting pot of ever changing cultures.

Open-ended questions:

- 1. Why is possessing a universal aesthetic sensibility significant when teaching multicultural art?
- 2. How can art art criticism be used while teaching multicultural arts?
- 3. How can we use Art History to teach and celebrate diversity?

Quote: "If art history, aesthetics, and art criticism are to be related to meaningful art production, students will need to study artists from a variety of cultures who, through their work, have been cultural maintainers, social therapist, propagandists and catalysts of social change, mythmakers, magicians, enhancers, and decorators" (F. Graeme Chalmers).

Poem

How can I avoid biases?

Can I understand different perceptions?

Am I aesthetically aware?

Am I able to change my perceptions?

What questions will my students address?

Question 1

Why is possessing a universal aesthetic sensibility significant when teaching multicultural art?



Key Concept One

An aesthetic inquiry is important in teaching multicultural art.



Open Ended Question 2

How can art criticism be used while teaching multicultural arts?



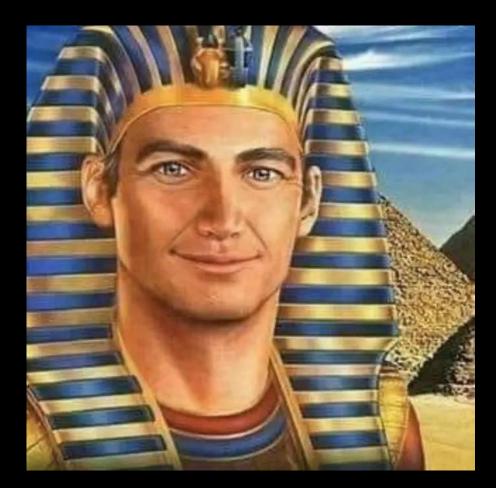
Key Concept #2

Different approaches
Art is meant to be different for everyone



Open-ended Question 3:

How can we use Art History to teach and celebrate diversity?



Key Concept 3:

There is no single history of art, it is a diverse melting pot of ever changing cultures.



"If art history, aesthetics, and art criticism are to be related to meaningful art production, students will need to study artists from a variety of cultures who, through their work, have been cultural maintainers, social therapist, propagandists and catalysts of social change, mythmakers, magicians, enhancers, and decorators" (F. Graeme Chalmers).



Chapter 4 B - Poem

How can I avoid biases?

Can I understand different perceptions? Am I aesthetically aware? Am I able to change my perceptions? What questions will my students address?

