

Teaching Diversity Through Art
Fall 2022

Pluralism and the Content of the Art Curriculum

**CELEBRATING
PLURALISM:
Chapter 4, Group B**

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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?



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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.



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Chapter 4 B - Poem

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