



Los Angeles Unified School District Course Guideline

Course Title: Exploring Visual Arts through Ethnic Studies AB	A-G Content: Art	Prerequisite: None	Course Number: 200151/200152
Semester Course: Grades 9-12		Text: Reading materials are teacher-selected and school funded	

LAUSD Definition of Ethnic Studies

Ethnic Studies is an interdisciplinary and comparative study of the social, cultural, artistic, political, historical, and economic expression and experience of race and ethnicity that primarily centers the studies of American Indians/Native Americans, Asian Pacific Islander Desi Americans, Black/African Americans, and Chicana/o/x and Latina/o/x.

Ethnic Studies centers holistic humanization and critical consciousness, providing every student the opportunity to enter the content from their own space, positionality, and perspective. Ethnic Studies affirms the student identity, experience, and the building of empathy for others. This includes the self-determination of those who have ancestral roots and knowledge who have resisted and survived settler colonialism, racism, white supremacy, cultural erasure, as well as other patterns, structures, and systems of marginalization and oppression. The discipline uses culturally and community-responsive pedagogical practices to empower students to become anti-racist leaders. Ethnic studies reconstructs and transforms the traditional narrative and curriculum by highlighting the contributions people of color have made in shaping US culture and society.

Course Description

Exploring Visual Arts through Ethnic Studies embarks students on a two semester ethnic studies journey to cultivate respect, empathy, and solidarity with historically marginalized groups—Asian and Pacific Islander Americans, Black/African American, Chicana/o/x and Latina/o/x, as well as Native American communities—through the lens of Visual Arts. Through personal reflection and counter-narrative storytelling, students foster an ethnic studies lens of criticality, active social engagement, and community building while gaining foundational knowledge and skills to creatively express themselves as individuals and members of their communities through art.

Students explore activism through the arts, becoming socially and politically conscious about their connection to various issues of oppression and threats to identity. They creatively document aspects of their communities and apply their understanding of race, ethnicity, culture, and identity to address injustice. With agency and collective action, students collaborate to curate a themed exhibition that celebrates their artistic works, challenging the lack of counter-narratives, diversity, space, and representation within the arts.

Objectives

Students will:

- Use the visual arts as well as an inquiry and evidence based approach, to support and challenge ideas that impact marginalized communities.

- Learn how various forms of visual art such as murals have been used by artists as forms of criticality to challenge systems and patterns of oppression.
- Promote self and collective empowerment in ways that provide students with a voice to articulate the disenfranchisement felt by their respective communities.
- Encourage cultural understanding of the ways different disenfranchised groups have struggled, worked together, and expressed concepts such as equality, justice, race, and ethnicity.
- Use a cultural and critical lens from marginalized communities of color to analyze visual representations of art and synthesize them in the context of ethnic studies.
- Research historical context and biographical information of relevant artists in order to understand the ways that historical and life circumstances, counter-narratives, as well issues involving forms of systemic oppression, influence(d) the work of the author.
- Work with other student artists to create art that unifies many minds into one cohesive voice, which may include learning about the impact of printmaking.
- Create and revise art pieces to meet the demands of purpose, audience, and context, which may include the teacher leading a demonstration to create a self portrait drawing or digital portrait.
- Prepare and present artwork that speaks to relevant and urgent themes of ethnic studies that highlight forms of hegemony, counter-hegemony, and cultural landscape(s).
- Use the visual arts as a platform for community engagement, activism, and critical consciousness.
- Use artistic expression to work toward greater inclusivity by cultivating empathy, community actualization, cultural perpetuity, self-worth, humanization, self-determination, and the holistic well-being of all participants, which centers the experiences of American Indians/Native Americans, Asian Americans & Pacific Islanders, Black/African Americans, and Chicana/o/x and Latina/o/x.
- Use art to celebrate stories and counter-narratives, especially from communities of color, to reach for further understanding of community and self by recognizing intersectionality, promoting self-empowerment, and developing stronger interpersonal communication through art.

Course Syllabus

Unit 1 – Expressing Race, Ethnicity, and Identity in Society through the Visual Arts

Unit 1 serves as an immersion into the complex interplay of race, ethnicity, and identity within the American landscape, explored through the lens of visual arts. The primary aim within this unit is to equip students with foundational skills for self-expression as individuals and as integral members of their communities through artistic endeavors. Additionally, students will cultivate a broader appreciation for the arts within diverse communities.

Throughout this unit, students delve into the genesis of Ethnic Studies, dissecting concepts of power, privilege, and Americanness in our societal fabric. Students engage in defining and differentiating race, ethnicity, and identity, while exploring pivotal notions such as assimilation, appropriation, alienation, gentrification, oppression, institutionalized and internalized racism, stereotypes, privilege, and intersectionality.

Drawing insights from diverse media sources, artifacts, and readings, students embark on a journey of self-reflection, examining their personal identity vis-à-vis the American narrative, and reflecting on past encounters with racism, diversity, and identity politics. As students delve into various art forms and study artists from diverse identities and ethnic backgrounds, they hone their skills in critically analyzing art through the prism of ethnicity and identity. Culminating this exploration, students synthesize their knowledge and personal experiences to craft a self-identity portrait and accompanying written reflection.

Through this immersive journey, students not only deepen their understanding of race, ethnicity, and identity but also develop the language and tools necessary to engage with art as a means of self-expression and societal critique.

Enduring Understandings

- We examine and explore the visual arts to build mutual respect and love for ourselves and each other, and, in doing so, we center the experiences and histories of Native Americans/American Indians, African Americans/Black Americans, Chicana/o/x and Latina/o/x, and Asian Pacific Islander Desi Americans that have experienced, survived, and resisted settler colonialism, racism, white supremacy, cultural erasure, and other patterns, structures, and systems of marginalization and oppression.
- We understand that Ethnic Studies is interdisciplinary and comparative, which provides us with a lens to use art as a means to foster criticality and social justice.
- We use the visual arts to recover and reconstruct counternarratives, perspectives, epistemologies, and cultures in a process of ongoing struggle for those who have been historically neglected and denied citizenship or full participation within traditional discourse and institutions, particularly highlighting the contributions people of color have made in shaping US culture and society.

Essential Questions

- In what way can an Ethnic Studies lens be used to foster a voice of criticality through art?
- How do we define ourselves? How can visual arts help students understand their identities and their positionality in the communities and society that they inhabit?
- Why is it important to use art to recover and reconstruct counternarratives, perspectives, epistemologies, and cultures? What does this add to the national narratives of the United States as we seek to address what it means to be American?
- What is the difference between race, ethnicity, national origin?
- What is prejudice, stereotype, and discrimination?
- How do stereotypes affect our own identities and why do they negate us of our individuality?
- How might groups of people be marginalized by the use of labels?
- How can stereotypes affect our thinking of different social groups?
- How do media stereotypes and artistic representations of different social groups lead to the scapegoating and discrimination of marginalized communities in the United States? What does oppression mean and how is it carried out?
- What are the origins of race, racism and white supremacy in the United States?
- How has race been socially constructed?
- How can we better understand our own subjectivity & bias in different contexts?
- How has art been used to communicate ideas of the dominant culture?

Anchor Assignment

Students will create a Self-Identity Portrait and an accompanying written reflection. Students will present their portraits in a multimedia presentation. The presentation will explore how art serves as a narrative medium, intricately weaving together elements such as composition, proportion, lighting, expression, background, gesture, style, and symbolism to convey stories and messages.

Unit 2 - Building Community Through Storytelling

Students will embark on a journey to delve deeper into their own identities while fostering interpersonal connections within their diverse communities through the expressive mediums of art and storytelling. They will explore the intersections of their personal narratives with societal, cultural, and historical contexts, gaining a deeper appreciation for the significance of storytelling as a means of understanding and connection.

The culminating project, titled "Storytelling: The Fabric of Our Community," is presented in two phases. Initially, students will engage in intimate interviews with family members or members of their community, focusing on themes of ethnicity, culture, and identity. These recorded oral histories serve as the foundation for the second phase of the project, wherein students translate and convey the individual's narrative into a compelling work of art, creating a tangible connection between personal stories and artistic expression.

Enduring Understandings

- Use art to better understand our racialized selves and the complexities, intersectionality and beauty associated with these perspectives.
- Through visual art, students will embrace and understand cultural, historical roots, and indigeneity.
- Using art as a medium, students will embark on a journey to decolonize as holistic human beings through critical consciousness, radical hope and self-love.
- Understand that art can be used to tell the stories of people who have shaped who we are.

Essential Questions

- What is identity?
- How do we define our own sense of identity while acknowledging that there are systems, external entities, and historical legacies that seek to shape it for us?
- How can art be used to reveal the structural and systemic oppressions marginalized communities, especially the four major groups in Ethnic Studies, have experienced?
- What is a community? Why does it matter for our marginalized communities to know of their pre-contact histories?
- What do you consider to be your community? In what ways do you connect to your local community?
- What role does community play in individual members' lives?
- In what ways are stories told or shared using art?
- In what ways do marginalized communities preserve their histories?
- What is an oral history? What oral histories/stories do you have within your community?
- Why are oral histories/storytelling important to marginalized groups and the survival of cultural traditions?
- Why do artists follow or break from established traditions?
- How can stories be transformed through visual media?
- What is gained and lost in telling stories through visual art?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?

Anchor Assignment

Students will embark on the creative journey of visual journaling and criticality, using their interviews as inspiration to craft a captivating narrative through artistic expression. Through their artwork, students will not only recount the essence of their interviews but also infuse their personal interpretation and creative flair, resulting in a rich tapestry of visual storytelling through a demonstration of putting elements together and the openness of material use to create the final piece of art.

Unit 3 - The Arts as a Means of Resistance, Survival and Accommodation

Students will focus on a critical exploration of artworks as powerful tools of resistance against colonization and systems of oppression faced by marginalized communities, with a particular focus on African Americans, Asian Americans, Chicana/o/x-Latina/o/x, and Native Americans. Delving into the intricate intersections of sexism, homophobia, ableism, and discrimination within these communities, students will unravel the layers of oppression perpetuated within the United States.

Through the lens of case studies, historical events, artistic movements, and relevant artworks, students will dissect the complex concepts of colonization, hegemony, and various forms of oppression, including racism, classism, sexism, heterosexism, homophobia, prejudice, stereotypes, discrimination, and gentrification. They will gain a profound understanding of how historically marginalized groups have navigated, resisted, and adapted to colonization and oppression through visual art throughout American history.

Furthermore, students will engage in in-depth research to select an artist whose work exemplifies themes of resistance and resilience. They will meticulously analyze the artist's body of work, artistic style, influences, and socio-political context, culminating in an enlightening presentation to the class through a multimedia presentation. Finally, students will channel their newfound knowledge and inspiration into the creation of original artworks, drawing upon the narratives and techniques of their chosen artists. Through this process, students will not only honor the legacy of counter-narratives and resistance within marginalized communities, but also assert their own voices as agents of social change through art.

Enduring Understandings

- Understand the ways art can reveal the impact settler colonialism, imperialism, genocide, and hegemony have had on the historical and contemporary experiences of marginalized communities through patterns such as immigration and assimilation.
- Understand how artists are able to critique the relationship between white supremacy, racism, anti-Blackness, anti-Indigeneity, xenophobia, patriarchy, cisheteropatriarchy, capitalism, and other forms of power and oppression.

Essential Questions

- In ways we are privileged, how can we use art to be in solidarity with those who are oppressed?
- How might art be used to show how critical consciousness involving issues such as immigration and culture transform our learning?
- How has immigration been shaped by systems of power and hegemony?
- In what ways have communities of color impacted by national boundaries sought to resist their impacts?
- What is colonization and what are its ultimate goals?
- How does colonization act to suppress and/or oppress indigenous communities?
- What is a marginalized group? What marginalized groups can you identify in the U.S.? How do artistic movements act as a means of resistance to oppression?
- How can identity be expressed through visual art?
- How do artists represent their cultural and ethnic identities through different forms of art? How are artistic expression and identity related and can they be separated from one another?
- How do marginalized groups adapt traditional forms of art to accommodate colonization and oppression? How and why do marginalized groups create art as a means of resistance?

Anchor Assignment

Students will research and identify an artist whose works serve as powerful voices of dissent and strength in the face of adversity. Utilizing art terminology and concepts, students will dissect the techniques and themes present in the selected artist's work, articulating how these elements convey messages of resistance and resilience. From composition to color palette, from brushwork to symbolism, students will unravel the intricate layers of meaning embedded within the artworks, highlighting the artist's unique contributions to the narrative of social change.

Students will convey their findings to the class in a multimedia presentation, employing art terms to articulate the artist's stylistic choices and their significance in conveying messages of resistance and resilience. Drawing inspiration from their research and analysis, students will create an original piece of art that serves as powerful symbols of the social change embodied by the artists they have studied. Through their art, students will contribute to the collective narrative of resistance, amplifying the voices of marginalized

communities and advocating for a more just and equitable society.

Unit 4 - Art & Transformative Action: Advocacy through the Arts

Students will engage in a comprehensive study of contemporary issues that threaten identity and perpetuate oppression within their communities, aiming to become advocates for positive change. They will have the opportunity to delve into a wide array of topics, including but not limited to racism, LGBTQ+ rights, immigration rights, access to quality healthcare, income inequality, women's rights, the War on Drugs, the school-to-prison pipeline, poverty, religious persecution, equitable public education, gentrification, gangs, and violence. Throughout this unit, students will harness the knowledge and insights gained from previous units to address a specific social or political concern. Drawing from their understanding of historical context, systemic injustices, and community dynamics, students will channel their passion for advocacy into the creation of original social justice posters.

Enduring Understandings

- Understand the importance of art in the process of continuously analyzing and assessing the impact of systems of power and forms of oppression, including: empire, white supremacy, white supremacist culture, racism and its specific forms of anti-Blackness, anti-Indigeneity, anti-Asian hate; xenophobia; linguicism; patriarchy, cisheteropatriarchy, capitalism; misogyny, heterosexism, transphobia, classism; ableism; sizeism/anti-fatness; ageism; anthropocentrism; across race, class, gender, sexuality, disability, and additional intersections of identity.
- Use art to understand and challenge all forms of oppression and their manifestations by conceptualizing and enacting transformative projects of agency and resistance.
- Understand that while using art to study various forms of oppression, it is critical to engage in developing critical consciousness, reclaiming hope and healing.

Essential Questions

- Given the intergenerational trauma carried by marginalized communities, what does healing through the visual arts look like?
- What is agency and how can the visual arts help us redefine our identities through expression?
- How are art and advocacy related and where do they intersect?
- What is activism?
- What role have activists played in the course of history?
- What contemporary social or political issues are affecting your local, regional, national, and global community and how can art be used to address them?
- How does one engage in activism to make positive change?
- How does visual imagery influence our understanding of and response to the world?

Anchor Assignment

Students will design a poster that will serve as a powerful visual statement, designed to raise awareness, foster an Ethnic Studies lens, provoke critical thought, and inspire action within their communities. By employing a blend of imagery, text, and symbolism, students will effectively communicate their message and advocate for meaningful change. Through this creative endeavor, students will not only amplify marginalized voices and counter-narratives, but also actively contribute to the ongoing struggle for social justice and equity. Students will present their posters to the class and include the artistic terms they have learned throughout the course. As they articulate the design elements and techniques employed in their posters, students will demonstrate their understanding of concepts such as composition, color theory, typography, symbolism, and visual hierarchy. Student discussions will elucidate how these artistic elements contribute to the overall effectiveness and impact of their posters in conveying their social or political message. By delving into the nuances of their creative process, students will highlight the intentional choices they made to evoke emotion, provoke thought, and inspire action among their audience.

Unit 5 - (Un)Documented: My Community

Students will immerse themselves in a comprehensive exploration of their own community, employing the powerful tools of advocacy and activism to document and shed light on its multifaceted narratives and counter-narratives. Embracing a documentary-style approach, students will set out on an independent journey of discovery, utilizing a range of methods including fieldwork, online research, and observational techniques such as note-taking and journaling which may also include demonstrating how elements were put together and the openness of material use to create the final piece of artwork.

Central to their exploration is a dynamic scavenger hunt, wherein students will uncover hidden gems and poignant markers of history, culture, and social justice within their community. Drawing from the themes explored in previous units, students may encounter pressing social and political issues such as gentrification, housing inequality, discrimination, racism, immigration, and more. They will have the opportunity to document local murals, street art, architectural landmarks, and cultural practices or festivals, capturing the essence of their community's identity and struggles.

Enduring Understandings

- Understand that art can be used to show how change can only occur when marginalized people unite, organize, and mobilize social movements that fight systems of oppression, racism, and injustice.
- Art can be an example of how forms of resistance are crucial to building a safe community.
- Understand that it is essential to use art to analyze and study significant social movements and their impact on inequitable and oppressive systems.
- Understand that art can be used to reveal how white supremacy and related power structures concede nothing without demand and resistance.
- Recognize the importance of using art to exhibit agency and taking political stances against oppression and the impact this has on People of Color.

Essential Questions

- How can art help us explore the key components of successful social movements?
- In what ways can artistic expression help us see how agency is instrumental in understanding the structures of oppression and liberation?
- “The master's tools will never dismantle the master's house.”-Audre Lorde. What does this quote tell us about both collective and individual liberation and justice and how might art be used to explain this idea?
- Why is documentation important and what is the value of documenting aspects of one's community?
- What spaces within your community are significant?
- How are aspects of the community preserved through documentation?
- How can the concepts of history, culture, home, and social justice be interpreted through an artistic lens?
- How is public art a reflection of community culture?
- What do we choose to memorialize and why?
- How do murals serve as a means of communication and solidarity?
- How will documenting/mapping the community give students a shared ownership and understanding of where they live?
- How is documentation used as a means of storytelling?
- How will students' exploration of their neighborhoods give them a sense of belonging to their community?

Anchor Assignment

As the culmination of their investigative journey, students will channel their findings into the creation of a digital magazine (e.g., Zine) or short documentary. Through a blend of imagery and insightful text, students will creatively express, preserve, analyze, and share their discoveries with one another and their wider community. This multimedia project will serve as a testament to the power of art as a tool for storytelling, advocacy, and community engagement, empowering students to amplify marginalized voices and ignite conversations about social change.

Unit 6 - Acknowledging our Past and Celebrating our Future

Building upon their comprehension of key concepts acquired in previous units, students will begin a comprehensive analysis of artworks showcased both within and beyond the confines of traditional educational settings, such as museums, galleries, virtual platforms, and other cultural institutions. They will explore how these artworks contribute to or potentially undermine community culture, shedding light on their impact on social, cultural, and political narratives and counter-narratives.

Through collaborative efforts, students will undertake the task of curating an exhibition featuring their own original artworks. This endeavor aims to challenge and reshape viewers' perceptions by offering nuanced insights into underrepresented or marginalized social, cultural, and political experiences. Empowered by their agency, students will collectively brainstorm and develop a theme for the exhibition, infusing it with depth and resonance drawn from their diverse perspectives and lived experiences.

Enduring Understandings

- Understand how empowering sources of art can come from various places such as homes, communities, museums, schools, and other local environments.
- Artistic expressions that highlight counter-narratives and challenges to systems of oppression have been censored and marginalized in various ways.
- There is no guarantee that visual arts will remain as a resource to document stories and provide counter-narratives for future generations unless people actively work to preserve and learn from them.

Essential Questions

- Why do people value objects, artifacts, and artworks?
- What is the importance of art preservation and presentation?
- How have art institutions such as museums and galleries functioned historically?
- What ethnic groups traditionally make up museum board members, collectors, curators, and patrons? Why do you think that is?
- Are art institutions accessible to marginalized communities?
- What role have marginalized groups played in the decision-making process in art institutions?
- How have marginalized groups been underrepresented by the art world in the U.S.?
- How can art institutions play a role in challenging the conditions of institutional racism in America?
- How does collaboration influence and shape community ideas, beliefs, and experiences?
- How do objects, artifacts, and artworks that are collected, preserved, or presented, cultivate appreciation and understanding?
- What is the role of self-advocacy in curating artistic spaces for underrepresented communities?
- How do we shift away from the traditional art institution model in order to create more inclusive and diversified creative spaces?

Anchor Assignment

Students will collaboratively curate a themed multimedia exhibition and showcase a physical and/or virtual exhibition with the community (e.g., class, school, or local community). The exhibition will serve as a dynamic platform for showcasing the culmination of students' artistic endeavors throughout the course and

which will make use of Ethnic Studies concepts. By reimagining the concept of public art exhibition, students will transcend conventional boundaries, fostering dialogue and engagement with their audience. Through their curated selection of artworks, students will provoke thought, foster criticality, inspire empathy, and catalyze meaningful conversations about issues of social justice, equity, and inclusivity. Ultimately, this transformative exhibition will serve as a testament to the power of art as a catalyst for social change, engaging in counter-narratives, as well as community empowerment.

Recommended Focus Standards

Historical Analysis	Chronological and Spatial Thinking: 1,2,3,4 Research, Evidence and Point of View: 1, 2, 3 Historical Interpretation: 1, 2, 3 and 4
Common Core State Standards >English Language Arts > History/Social Science	RH.9-10.1; RH.9-10.2; RH.9-10.3; RH.9-10.4; RH.9-10.5; RH.9-10.6; RH.9-10.8; RH.9-10.9; RH.9-10.10
Common Core State Standards > English Language Arts > Anchor Standards for Reading	RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.7, RL.11-12.8, RL.11-12.10
Common Core State Standards > English Language Arts > Anchor Standards for Writing	W.9-10.7, W.11-12.1, W.11-12.2, W. 11-12.4, W.11-12.9
Common Core State Standards > English Language Arts > Anchor Standards for Listening and Speaking	SL.9-10.5, SL.9-10.2, SL. 11-12.1, SL. 11-12.2, SL.11-12.6
Common Core State Standards > English Language Arts > Anchor Standards for Language	L.9-10.6, L.11-12.1, L.11-12.2, L. 11-12.3, L. 11-12.4, L.11-12.5, L.11-12.6
Social Justice Standards	Anchor Standards: Identity (1-5); Diversity (6-10); Justice (11-15); Action (16-20).
California Arts Standards for Visual Arts	Unit 1 Prof.VA:Cr1.1 Use multiple approaches to begin creative endeavors. Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. Prof.VA:Cr2.1 Engage in making a work of art or design without having a preconceived plan. Prof.VA:Cr2.2 Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. Prof.VA:Cr2.3 Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. Prof.VA:Cr3 Apply relevant criteria from traditional and contemporary cultural

contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Prof.VA:Pr4 Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Prof.VA:Pr5 Analyze and evaluate the reasons and ways an exhibition is presented.

Prof.VA:Pr6 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Prof.VA:Re7.1 Hypothesize ways in which art influences perception and understanding of human experiences.

Prof.VA:Re7.2 Analyze how one's understanding of the world is affected by experiencing visual imagery.

Prof.VA:Re8 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Prof.VA:Re9 Establish relevant criteria in order to evaluate a work of art or collection of works.

Prof.VA:Cn10 Document the process of developing early stage ideas to fully elaborated ideas.

Prof.VA:Cn11 Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 2

Prof.VA:Cr1.1 Use multiple approaches to begin creative endeavors.

Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

Prof.VA:Cr2.1 Engage in making a work of art or design without having a preconceived plan.

Prof.VA:Cr2.2 Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Prof.VA:Cr2.3 Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

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Unit 3

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Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.
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Prof.VA:Cr2.2 Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
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Prof.VA:Cn10 Document the process of developing early stage ideas to fully elaborated ideas.
Prof.VA:Cn11 Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 4

Prof.VA:Cr1.1 Use multiple approaches to begin creative endeavors.
Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.
Prof.VA:Cr2.1 Engage in making a work of art or design without having a

preconceived plan.

Prof.VA:Cr2.2 Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Prof.VA:Cr2.3 Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Prof.VA:Cr3 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

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Prof.VA:Cn11 Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 5

Prof.VA:Cr1.1 Use multiple approaches to begin creative endeavors.

Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

Prof.VA:Cr2.1 Engage in making a work of art or design without having a preconceived plan.

Prof.VA:Cr2.2 Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Prof.VA:Cr2.3 Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Prof.VA:Cr3 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

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Prof.VA:Pr6 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Prof.VA:Re7.1 Hypothesize ways in which art influences perception and understanding of human experiences.
Prof.VA:Re7.2 Analyze how one's understanding of the world is affected by experiencing visual imagery.
Prof.VA:Re8 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Prof.VA:Re9 Establish relevant criteria in order to evaluate a work of art or collection of works.
Prof.VA:Cn10 Document the process of developing early stage ideas to fully elaborated ideas.
Prof.VA:Cn11 Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 6

Prof.VA:Cr1.1 Use multiple approaches to begin creative endeavors.
Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.
Prof.VA:Cr2.1 Engage in making a work of art or design without having a preconceived plan.
Prof.VA:Cr2.2 Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
Prof.VA:Cr2.3 Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
Prof.VA:Cr3 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
Prof.VA:Pr4 Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
Prof.VA:Pr5 Analyze and evaluate the reasons and ways an exhibition is presented.
Prof.VA:Pr6 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
Prof.VA:Re7.1 Hypothesize ways in which art influences perception and understanding of human experiences.
Prof.VA:Re7.2 Analyze how one's understanding of the world is affected by experiencing visual imagery.
Prof.VA:Re8 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
Prof.VA:Re9 Establish relevant criteria in order to evaluate a work of art or collection of works.
Prof.VA:Cn10 Document the process of developing early stage ideas to fully elaborated ideas.
Prof.VA:Cn11 Describe how knowledge of culture, traditions, and history may

influence personal responses to art.

Resources

(The following recommended resources have been vetted by DOI and are optional for use in teaching the course outlined above.)

- Art Resources:
 - [Art, Activism, Social and Environmental Justice - SVA Library Research Guides at School of Visual Arts](#)
 - [Art and Social Justice | PBS LearningMedia](#)
 - [Art History: Social justice and anti-racism library resources](#), Berkeley Library, University of California
 - [Artifact Collection/Archive and Museum Online Database](#), LAUSD
 - [Arts Education Branch / Home](#), LAUSD
 - [Black Art & Artists in Our Collection](#), National Gallery of Art
 - [Canva](#)
 - [Collection of Lessons on Art, Facing History and Ourselves](#)
 - [Discover Asian Art and Asian American History at L.A. Museums | Discover Los Angeles](#)
 - [Exhibitions Archive - Riverside Art Museum & The Cheech](#)
 - [K-12 Ethnic Studies Teacher Resources](#), UCLA Institute of American Cultures
 - [Learning for Justice](#)
 - [MOLAA](#), Museum of Latin American Art
 - [Native and Indigenous Art | Smithsonian American Art Museum](#)
 - [Social and Public Art Resource Center](#)
- Possible supplemental reading texts:
 - An Indigenous People's History of the United States by Roxanne Dunbar-Ortiz
 - A People's History of the United States by Howard Zinn
 - Harvest of Empire by Juan Gonzalez
 - Open Veins of Latin America by Eduardo Galeano
 - Rethinking Ethnic Studies (Rethinking Schools, 2019)
 - [The Asian American Education Project](#)
 - The Autobiography of Malcolm X by Alex Haley