

富嶽三十六景 神奈川沖
波裏

U.S.A. & California Arts Standards: Well-Being, Environmental Justice, Ethnic Studies and STEAM

Presenter Teresa Cotner



Hi, I'm Teresa Cotner:

- From Los Angeles California USA
- The California Arts Project, TL&RD
- Retired Professor of Art Education
- Close colleague of Masami Toku
- (I miss her so much!)

How do the
California Arts Standards
support *Well-Being*,
Environmental Justice, and
Ethnic Studies
utilizing *STEAM*?





3 Contemporary Issues & STEAM

- Well-Being



- Environmental Justice



- Ethnic Studies



- * STEAM



This is **a lot** to do,
but we can do it together.

USA & California Art Standards

DANCE • MEDIA ARTS • MUSIC • THEATRE • VISUAL ARTS

Creating (Cr)

1. Process Components
2. Enduring Understandings
3. Essential Questions
4. Grade Level Performance Standards

Presenting (Pr)

1. Process Components
2. Enduring Understandings
3. Essential Questions
4. Grade Level Performance Standards

Responding (Re)

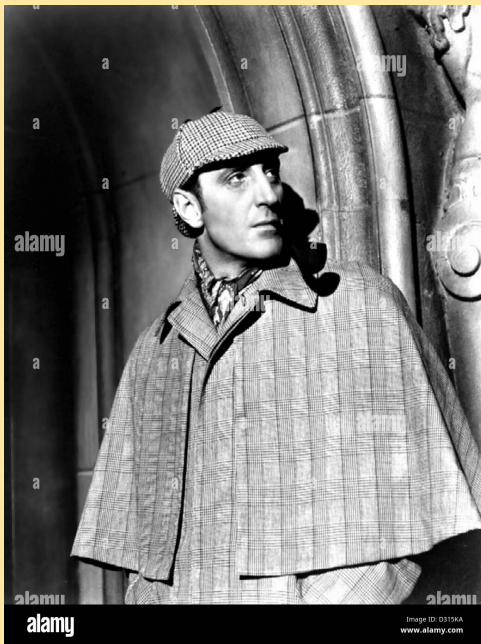
1. Process Components
2. Enduring Understandings
3. Essential Questions
4. Grade Level Performance Standards

Connecting (Cr)

1. Process Components
2. Enduring Understandings
3. Essential Questions
4. Grade Level Performance Standards

4 key facets of
the California State
(and USA National)
Visual Arts Standards

1. Process Components, for example, *Investigate*



We investigate
in Science,
Technology,
Engineering,
ARTs,
and Math.



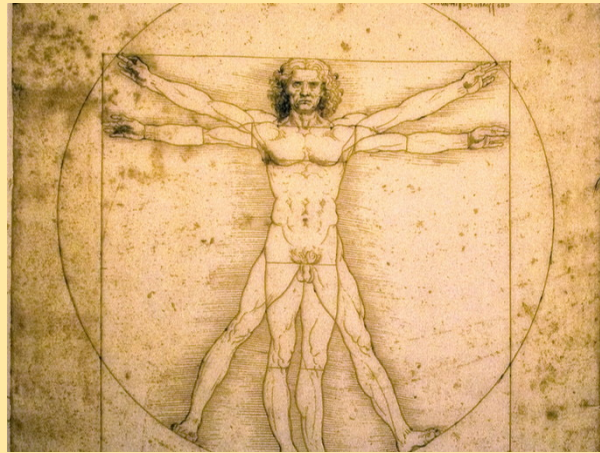
In Science,
Technology,
Engineering,
ARTs and Math,
can we investigate:
Well-Being,
Environmental Justice
and Ethnic Studies?





... maybe NOT all 7
all at once.

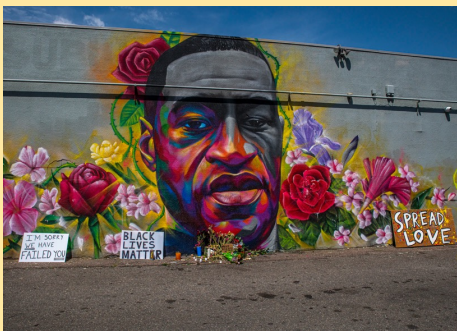
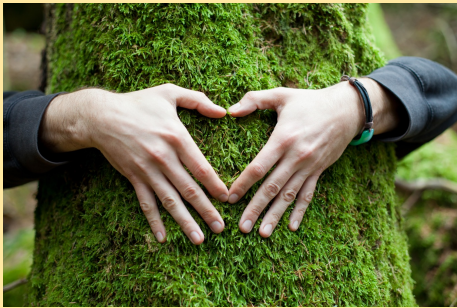




2. Enduring Understandings, for example,
“People create and interact with
objects, places, and design, and this
defines, shapes, enhances, and
empowers their lives” (2.3)

(We will come back to this Enduring Understanding
in a minute.)

Turn to the person(s) next to you and **discuss** examples of combining 2 of the **STEAM** disciplines (right) with 1 of the **Contemporary Issues** (left).

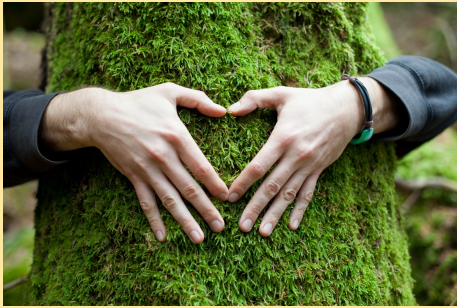




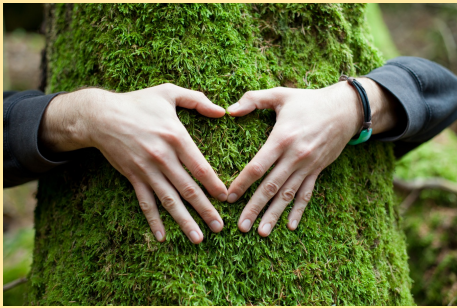
Now see if you and your new friends can connect some of your ideas to this Enduring Understanding:

People create and interact with objects, places, and design, and this defines, shapes, enhances, and empowers their lives.

Or just take time to think.

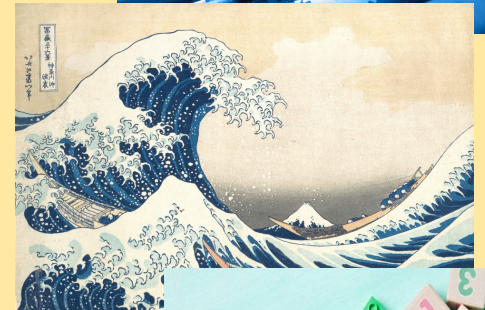


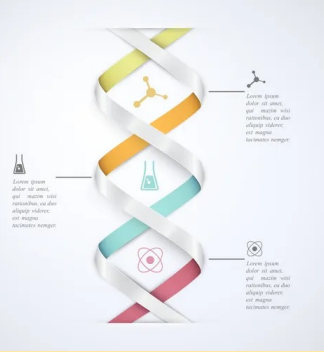
3. Essential Questions, for example, “How do objects, places, and design shape lives and communities?” 2.3



Continue your
discussions and/or
thinking regarding
this Essential
Question: **How** do
*objects, places, and
design shape lives and
communities?*

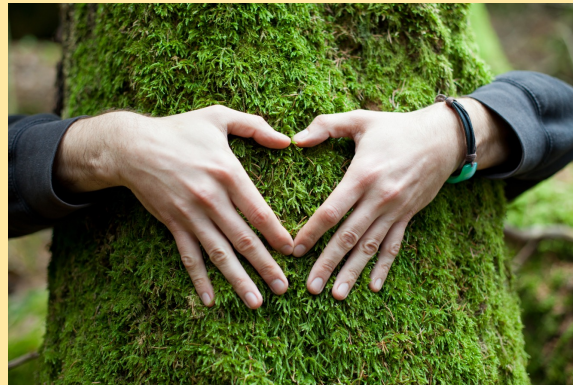
(Consider **STEAM** &
Contemporary Issues too.)





(Pre-K, TK, Kindergarten)

4. Grade Level Performance Standards,
for example, **(PK.VA:Cr2.3)** “Create and tell about art
that communicates a story about a familiar place or
object” (natural or constructed).





(High School: prof., acc., adv.)

4. Grade Level Performance Standard

(Acc.VA:Cr2.3) “Redesign an object, system, place, or design in response to contemporary issues.”



ethnic studies technology
art engineering environmental justice
math science well-being

The California Arts Standards can support *integrated curricula* that are:
personalized, localized, and
environmentally & culturally
respectful/relevant/responsive.

FULL *STEAM* AHEAD!



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Thank you.