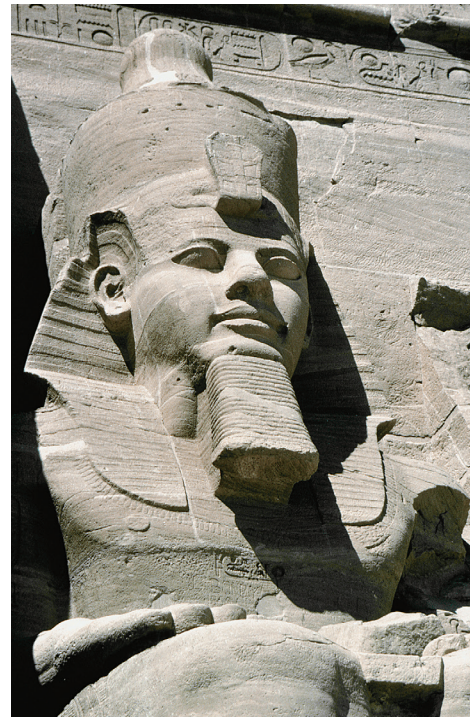


# Teaching Art with a Global Perspective



## Multicultural and Global Content

As we become increasingly aware of cultural and ethnic diversity in our nation and increasingly aware of the broad spectrum of artistic expression throughout the world, teachers of art are challenged to create ways in which this diversity can be recognized and understood by our students. One of the goals of *Explorations in Art* is to provide students the opportunity to gain insights about themselves, about others, and about the world in which they live by attending to diversity in artistic expression. *Explorations in Art* addresses this goal in two ways: 1. through the study of art that reflects ethnic and cultural diversity within our own culture, and 2. through the study of art with a global perspective. Artworks and studio

explorations provide lenses through which students learn to understand and appreciate the richness of artistic expression close to home and throughout the world.

## The Importance of Contemporary Art

If students are to understand and appreciate the integrative role that art plays in their lives, they need to see, study, and appreciate artworks made by people living along with them in their local and worldwide communities. The study of art from the past helps students understand the origins of, and traditions associated with, contemporary artworks. They learn that artists today, as in the past, respond to ideas, needs, issues, and events in the time and place in which they live.

*Explorations in Art* includes examples of contemporary art from close to home and around the world. It proposes that students be encouraged to seek out contemporary artworks and to learn from local artists.

## Teaching About the Artistic Heritage

As a complement to the study of individual works of art, *Explorations in Art* introduces students to the rich heritage of world art.

## Introducing Art History

*Explorations in Art* provides background information in a number of ways.

- 1. Cross-cultural comparisons and contrasts.** Many lessons acquaint students with the purposes of an art form in different cultures. For example, in some lessons, students contrast and compare masks created by various cultural groups. They examine the functions of the masks and differences in the media or design as these relate to other aspects of the culture.
- 2. Ancient-modern comparisons.** These lessons present comparisons that develop an awareness of chronological time and illustrate how art from “long ago” has influenced the art of today. For example, many of our sports arenas and colosseums are based on architectural ideas from ancient Rome.

**3. Historical study and creative art.** In this approach, students learn about art from long ago—the context in which artists worked and themes that were of special interest, such as portraits. They then create their own original art on a related but contemporary theme, such as a portrait of a classmate.

**4. Individual artists.** Biographies and examples of work by one artist help make students aware of relationships between an artist’s general background of experience and changes or continuities in his or her style of artwork.

**5. Variations within a culture, period, or style.** Lessons of this type help students become aware of artists’ individual interpretations of their culture. For example, within the general style of Impressionism, students learn to see differences between the works of Monet and Seurat. Students are made aware of differences in the style of artists who share an African American heritage.

**Maps.** As students are introduced to the art of world cultures, it’s important for them to understand, and see on a map, where in the world an artwork was created or an event occurred.



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